



Public Sector Equality Duty

What is the equality duty?

The duty (PSED) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics.

Schools must work to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

School must have due regard of the need to:

Remove or minimise disadvantages

Take steps to meet different needs

Encourage participation when it is disproportionately low

The specific duties require the school to publish information to demonstrate how we are complying with the equality duty and to publish specific and measurable equality objectives.

At Kippax Greenfield Primary School we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. The School follows the General Public Sector Equality Duty and considers equality implications when developing and reviewing policies

We understand that PSED applies to all aspects of school life which are to do with how the school treats its pupils, prospective and former pupils and their parents and carers; how it treats its employees and how it treats members of the local community. Further, we will not discriminate because of the characteristics of another person, such as a parent or partner, with whom they are associated.

We actively seek to understand and promote equality in the context of our wider community, and we refer to local and national contexts when we review what we do. We also seek views from our pupils, partner schools and agencies, parents and carers, staff and groups in our local community. Our Inclusion policy adheres to the Equality Act 2010 and extends to the protected characteristics it defines: race and ethnicity; disability; sex; religion or belief; sexual orientation; pregnancy and maternity; and gender identity and reassignment

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. Language used in documents will reflect and promote equal opportunities and font style and size account of the full range of readers; and access to documentation such as alternative formats such as, large print and languages other than English, or read at home will be provided when requested. Parents are consulted on their child's entry to school as to whether the parents have specific access needs.

Review of Previous Objectives Set in 2012

A review of previous objectives was undertaken to ascertain to what extent each objective had been met:

To provide learning opportunities which promote greater understanding and the building of good relations between people from different backgrounds.

We have recently updated our RE scheme of work which now includes visits to places of worship and religious leaders invited to school for assemblies and workshops.

Our inquiry curriculum for foundation subjects has been updated to ensure there is a focus on cultural diversity and sustainability, including fair trade.

Involvement in city wide sporting fixtures and competitions enables our children to mix with a wider cross section of peers.

Leeds DEC training and workshops have helped support understanding of life in different parts of the world.

We regularly review our resources (particularly books) to ensure they reflect society as a whole. We hold family learning events and encourage all families to attend.

School now holds RRSA Recognition of Commitment and is working towards Level 1. This has helped everyone in school understand the UN's Convention on the Rights of the Child and how these affect children in our school and globally.

To increase the participation of children and young people from minority or vulnerable backgrounds in school life.

All children participate in school visits, including camping in Y4 and a residential in Y6 and school supports these financially to ensure full participation.

School tracks the participation of vulnerable and minority children in clubs and actively promotes

activities for disadvantaged pupils. These children are given first refusal on sign up for clubs and activities.

Children in receipt of pupil premium have been given access to computer room at lunchtime to support with homework tasks.

All pupils have a voice through school council, members of which are elected biannually by the children.

A healthy schools team gives all children a voice on policies and decisions made around food and exercise, including input on the school dinner menu and the sports clubs being run.

Year 5 and 6 children are encouraged to run clubs for Key Stage 1 children at lunchtime, supporting all children in becoming involved in extra-curricular clubs.

A review of communication with parents to ensure the whole community is able to easily access information has led to improvements such as the introduction of class blogs with learning updates and the sharing of teacher email addresses.

We work with the extended services cluster team to provide ongoing family support for vulnerable families.

We employ a Learning Mentor with a specific brief to remove barriers to learning.

Vulnerable and minority families are particularly targeted to attend family learning sessions.

To promote awareness that the opportunities available to our children are not determined by their gender.

All clubs are open to all children, for example girls attend football club, boys attend dance club in both KS1 and KS2.

Our High 5 team who represent school at a range of sporting events has an equal gender split.

Educational visits arranged to give opportunities for children become aware of the career opportunities for everyone and see both genders working in different roles (eg Drax power station).

In assemblies and through curricular work role models are deliberately chosen to ensure children are seeing both genders in a range of roles.

To continue to provide out of school learning opportunities for all children and young people, especially for targeted groups.

We have had 100% participation in our Y4 camping and Y6 residential visits over the last 2 years. Many activities are provided through and across the Trust for example MAAT sports event 3 times a year, swimming gala, Trust sports day.

Each child will take part in at least one major educational visit each year. These include Bradford Media Museum, National Coal Mining Museum, Leeds Art Gallery, Fairburn Ings and Countryside Day.

A whole school theatre trip takes place annually, subsidized by the school for children in receipt of pupil premium.

Our PE teams are fully inclusive in terms of children on the PP and SEND registers.

Visitors to school enhance the curriculum for all pupils, these include theatre companies, story tellers, authors, artists, dance groups, religious leaders and local residents who have particular skills or interests to share (eg a miner and visitors leading WW2 role play).

A wide range of extra-curricular clubs is on offer including football, rugby, netball, art, martial arts, choir and cookery.

All children take part in concerts and drama performance.

Review of Evidence of Consideration of Each Protected Characteristic

A review of the eight protected characteristics/groups was completed. We aim to eliminate unlawful discrimination, harassment and victimisation. For each characteristic we aim to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not:

Age (as an employer - not applicable to pupils)

Recruitment policies and procedures through the MAAT and previously Leeds City Council reflect best practice.

School welcomes ITT students and offers a range of work experience placements for students from age 16.

We currently have staff up to the age of 65 and also young staff in positions of high responsibility. Full data breakdown is available if requested.

Disability

The school kitchen provides for a range of special diets.

Staff are trained to support pupils with a range of specific needs as required, eg diabetes, use of epi pen.

School provides or accesses specialist equipment if required.

An accessibility review is undertaken every 2 years.

We support staff with specialist equipment through access to work reports.

Where appropriate and required adjustments are made to events such as sports days and performances to ensure all children able to fully participate.

Our Y4 children have recently taken part in a paralympic games festival.

We ensure that arrangements for school trips are clear about the need to actively support SEND pupils and pupils with medical conditions enabling full participation in school visits and sporting activities wherever possible.

Effective use is made of delegated resources for SEND.

Additional staffing is provided where needed, to enable children to fully access all areas of school life.

Staff Recruitment and Professional Development: All posts are advertised formally and open to the widest pool of applicants; All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process; Health related questions are not asked until after a job offer is made.

Additional transition activities are organized as appropriate on entry to school and as children prepare to move to high school.

Sex

Pupils have an equal curriculum.

Sports teams are mixed gender where possible and all clubs are open to boys and girls.

Equal numbers of boys and girls are elected to our Pupil Parliament.

Within the curriculum, particularly in Early Years, we make provision to follow children's interests but we also ensure we broaden their outlook and experiences.

We aspire to include pupils' access to a balance of male and female staff although at the moment we have no male members of staff.

Gender reassignment

Consideration is given within SRE and PSHE lessons for discussion where it is felt to be appropriate.

Race

We promote racial tolerance and challenge any inappropriate language.

We have a thorough hate incident reporting procedure including full follow up, we have low numbers of reported incidents.

Assemblies are planned each year to focus on immigration and support for refugees.

Regularly (but not every year) we mark Black History Month and Holocaust day.

Resources are carefully selected to represent our diverse nation.

Curriculum planning and assembly focuses include work on inspirational figures from a range of backgrounds.

Pregnancy and maternity

We are a family friendly school.

Risk assessments are carried out for pregnant or nursing members of staff and all maternity appointments in work time are honoured and leave granted with pay.

Requests for part-time work are always considered by governors with all requests in the last 5 years having been accommodated.

Pregnant staff have flexible return to work patterns, including overlap time with cover teachers to ensure an opportunity to update themselves on any changes.

Religion or belief

Teaching is non-denominational.

There are regular opportunities for reflection and prayer during collective worship.

We follow the Leeds Agreed Syllabus in RE and children learn about all religions. Each year in KS2 children undertake an in-depth study of a religion.

Assemblies are used to support children's understanding of the similarities and differences between religions, including people with no religion.

The school supports both staff and pupils who wish to take religious holidays and respects individuals need to follow their religion.

We mark major celebrations and festivals from a range of religions each year.

Sexual orientation

Work during anti bullying week and the PSHE curriculum looks at groups who may experience bullying and gay and transgender groups are included in this.

Our SRE curriculum includes learning about sexual orientation.

Resources (eg. story books) are selected to include reference to a range of different family make-ups

We are aware that occasionally there is some homophobic language around school which we always tackle.

At Kippax Greenfield Primary School we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. Due regard to PSED is given when developing and reviewing all school policies.

We have carefully considered and analysed the impact school policies have on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement.

Decision makers in schools are aware of the duty to have "due regard" when making a decision or

taking an action and assess whether there are implications for people with particular protected characteristics.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

The following equality objectives have been agreed (2017) following a review of findings from stakeholders and from school data. The objectives will last for 4 years but progress will be reviewed every 12 months:

- By July 2018, to have included additional activities, visits and visitors in our annual curriculum plans, to give our children opportunities to experience and understand the diverse nature of British society.
- To eliminate homophobic language through the understanding that people have different families and relationships.
- To work towards fully embedding children's rights throughout the school in its policies, practice and ethos and to gain the Level 2 Rights Respecting School Award.