The Public Sector Equality Duty in Schools

Porthleven Primary School

Equality information

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1. Aims

Crofty Multi Academy Trust (including each of the schools within it) aim to meet their obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 characteristics – between people who share a protected characteristic and people who do not share it

There are 9 protected characteristics under the Equality Act 2010:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

Note: the first and last protected characteristics above are listed in the Equality Act 2010 but :are not listed in the DfE guidance mentioned above. Age as a protected characteristic does not apply to pupils in schools, so pupils can be treated in ways appropriate to their age and stage of development without risk of legal challenge.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools and complies with our funding agreement and articles of association.

3. Roles and responsibilities

The local governing body representative for SEND of each school will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated every year

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher of each school will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

All employees, trustees and local governing bodies within Crofty MAT are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues who is responsible for ensuring that governors on the local governing body are aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, all employees, trustees and local governing bodies within the MAT aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra-curricular activities)

In fulfilling this aspect of the duty, each school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Prepare and implement an accessibility plan, setting out how you'll make improvements in accessibility for those with disabilities.

6. Fostering good relations

Crofty Multi Academy Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as

part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Crofty staff ensure they have due regard to equality considerations whenever significant decisions are made.

Each school always considers the impact of significant decisions on particular groups children and adults, including staff). For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. Equality objectives

Each Crofty school is responsible for publishing their own, individual objectives. These are available below and reviewed annually.

9. Monitoring arrangements

The local governing body will update the equality information published at least every year.

This document will be reviewed and approved by the board of trustees annually.

Links:

SEND policy and Local Offer

Pupil Premium Policy and objectives

Accessibility Plan

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Accessibility Plan

Step 1: conduct an accessibility audit
Your plan must help you support disabled pupils to access and participate in the curriculum.

Step 2: write your accessibility plan
There's no set format you must use for your plan.

Your plan should:

- Address the points set out in section 1 (above)
- Be concise
- Focus on the principles of accessibility (rather than listing details of day-to-day practice)
- Be clear about how information on accessibility adjustments will be communicated to parents

Step 3: get governors' approval
Your plan must be approved by the governing board.

The LGB will delegate this responsibility to:

- The SEND governor

Step 4: publish your policy
The DfE requires that all schools publish an accessibility plan, but they don't dictate where it should be published. Whether your school publishes its accessibility plan online or not, it must publish information on how to find the accessibility plan as part of its SEN report. You can find this requirement under the 'Special education needs and disabilities' headings of the DfE's online publication guidance for both academies and maintained schools.

A note for academies: always look to your funding agreement for specific details of what you must publish.

Step 5: review your plan every 3 years