



‘Opening the Gate to Success’

Single Equality Duty Information

**Approved: May 2021 Parkgate Local Full Governing Body**

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**1. Aims**

**The Equality Act 2010 (the Act) replaced previous anti-discrimination laws with a single Act and came into force on 1st October 2010. A key measure in the Act is the public sector Equality Duty, which came into force on 5th April 2011.**

Parkgate Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

• Eliminate unlawful discrimination, harassment and 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 between people who share a protected characteristic and those who do not.

*(Taken from The Public Sector Equality Duty)*

At Parkgate Primary School, we believe all members of our community should contribute to advancing equality, diversity and inclusion. We will aim to do this by focusing on:

* Remove or minimise disadvantages suffered by people with protected characteristics due to having that characteristic.
* Take steps to meet the needs of people with protected characteristics that are different from people who do not have that characteristic (including taking account of a disability).
* Encourage protected groups to participate in public life and in any other activity where participation is disproportionately low.

*(Taken from The Public Sector Equality Duty)*

**Legal Responsibilities**

Under the duty, all public sector bodies are required to:

**1. Publish equality information:** Public authorities to publish information annually to demonstrate compliance with the general equality duty.

This information shall include information relating to people with protected characteristics who are:

○ Employees

○ Affected by its policies and practices

All information should be published in an accessible manner. It can be published individually or as part of another document.

**2. Prepare and publish equality objectives:** Public authorities to prepare and publish one or more equality objectives it thinks it should achieve to meet the general equality duty. To be done at least every four years and leaders must ensure the objectives are specific and measurable.

This policy recognises the four types of unlawful behaviour (see Appendix 1)

**1. Direct discrimination**

**2. Indirect discrimination**

**3. Harassment**

**4. Victimisation**

**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.

This document also complies with our funding agreement and articles of association.

The Protected Characteristics are:

1. Age
2. Disability
3. Pregnancy and maternity
4. Religion or belief (including ‘lack of’)
5. Race-this includes ethnic or national origins, colour or nationality
6. Sex
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnerships (but just for the first aim of the duty)

It is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the pupil or prospective pupil is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

Although age is also a protected characteristic in relation to employment and to the provision of goods and services (except for children) this does not apply to pupils in schools. This allows schools to differentiate on the basis of age so that schools can continue to organise children in age groups and treat them age appropriately etc. This applies even where a child is over the age of 18.

**3. Roles and responsibilities**

The governing board 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 at least once every four years

• Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

• Promote knowledge and understanding of the equality objectives amongst staff and pupils

• Monitor success in achieving the objectives and report back to governors

Staff members will:

• Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

All Parkgate School staff are expected to have regard to this document and to work to achieve the objectives as set.

**4. Eliminating discrimination**

Parkgate Primary School is aware of its obligations under the Equality Act 2010 and complies 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 every September.

**5. Eliminating discrimination and advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, Parkgate Primary School aims 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 follow Eid)

• 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 activities)

In fulfilling this aspect of the duty, Parkgate Primary School will:

• Publish attainment data each academic year (where available)

• 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

**6. Developing good relations**

Parkgate Primary School strives to deliver a high quality curriculum which results in a positive impact on all learners, thereby encouraging good relations between learners.

***The behaviour and attitudes judgement criteria include:***

• the extent to which relationships among learners and staff reflect a positive and respectful culture

• whether leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated

• the speed and effectiveness of the response to bullying, peer-on-peer abuse and discrimination if they do occur.

***The personal development judgement criteria include the extent to which the provision is:***

• developing learners’ understanding and appreciation of diversity

• celebrating what we all have in common

• promoting respect for all the different protected characteristics as defined in the Equality Act 2010.

We believe that tackling these areas specifically through a high-quality curriculum, will ensure that all learners have a positive educational experience.

Parkgate Primary School 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**

**Parkgate Primary School ensures it has due regard to equality considerations whenever significant decisions are made.**

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

• 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 electronically with the completed risk assessment.

**8. Equality Objectives**

At Parkgate Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To raise levels of attainment in core subjects for vulnerable learners. *(In response to Covid19 our highlighted vulnerable learner groups are those in EYFS/ Y1 and pupils with SEND)*

**Objective 3**: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

**9. Monitoring arrangements**

Parkgate Primary School is committed to comply with our legal duties to advance equality, diversity and inclusion.

Engaging with stakeholders and members of the public to raise any concerns, through the relevant policy, we can focus on improving our positive approach to equality, diversity or inclusion.

**Success Criteria**

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be monitored and evaluated by the Parkgate Senior Leadership and the Board of Trustees within The Futures Trust. This will include the following (not an exhaustive list):

• Statutory Assessment Results and in house data

• Playground/classroom interactions

• Displays in schools

• Learning environment reviews

• Perceptions of parents/carers and pupils e.g. through questionnaires, pupil voice, school councils

• Teaching styles and differentiated work/activities – through scrutiny of planning and work

• Use of resources

• Teacher assessment and value-added information

• Classroom observations of the quality of teaching and learning

• Participation in extra-curricular activities

• Attendance and exclusion data reports

• Reports of any incidents of discrimination

• Monitoring of playground behaviour and CPOM information analysis

This document will be updated as necessary each year.

This document will be reviewed by the Local Governing body at least every 4 years.

**10. Links with other policies**

This document links to the following policies:

* Accessibility plan
* Equal Opportunities Policy
* SEND information
* PSHE Programme

**Appendix 1**

The Equalities Act 2010 defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

**Unlawful behaviour**

**1. Direct discrimination** – occurs when one person treats another less favourably because of a protected characteristic, than they treat, or would treat, other people;

**2. Indirect discrimination** – occurs where a “provision, criteria or practice” is applied which has the effect of putting people who have a protected characteristic at a disadvantage when compared to people without that characteristic;

**3. Harassment** – “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. In schools this applies only to harassment because of sex, race, disability and pregnancy and maternity. It does not apply to religion or belief, sexual orientation or gender reassignment. This does not of course mean that such behaviour would be permissible; it would remain unlawful discrimination notwithstanding that this legal definition does not apply;

**4. Victimisation** – is where a person is treated less favourably because of something done (“a protected act”) in connection with the Act e.g. because the person has brought a claim under the Act.

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| **Parkgate Primary School – Individual Plan within The Futures Trust** | | | | | | |
| **Equality Strand** | **Focus** | **Planned Actions** | **Timescale** | **Persons Responsible** | **Monitoring** | **Success Criteria** |
| **ALL** | All staff and Local Governing Body are aware of the Public Sector Equality Duty and of their responsibilities within it. | Policy reviewed March 2021 and any updates shared with all staff and governors to ensure all staff and governors are aware of protected characteristics listed in Equality Act 2010. Single Equality Duty Policy Information, Action Plan and School and Trust Equality Objectives | May 2021 for current staff. Induction for all new staff | Headteacher (ZR)  PSHE and Equalities Lead (DV)  Chair of Local Governing Body (CB) | Headteacher (ZR)  Chair of Governors (CB)  TFT Board of Trustees | |  | | --- | | All  Staff and Governors understand their duty to promote equality and close gaps for specific groups. They have high expectations of  all pupils | |
| **ALL** | Promote the Equality Duty on the school Website | Twitter, Facebook, School Newsletters, Parents Equality Group | Summer Term 2021  (revisit) | Headteacher (ZR)  Deputy Head (BH) | |  |  | | --- | --- | | Parent questionnaire Summer 2021 |  | | |  |  | | --- | --- | |  | Parents familiar with the Duty | |
| **ALL** | Promote an understanding of Equality Action Plan/Duty and implications for teaching and learning | Staff CPD, Share documents with all staff and governors | Summer Term 2021  (revisit) | Headteacher (ZR)  PSHE and Equalities Lead (DV) | Staff questionnaire  Summer 2021 | All staff and governors understand their duty to promote equality and diminish the gap for specific groups or individuals. All staff have high expectations for pupils |
| **ALL** | Parkgate Primary/The Futures Trust Policies reflect compliance with the Equality Duty | When policies are reviewed, they are evaluated for their compliance and cross referenced with Equality Duty | Summer Term 2020  (revisit) | Headteacher/SLT  Governors/Board of Trustees | LGB/Board of Trustees for TFT | All policies reflect the Equality Plan and support Parkgate Primary’s individual school Equality Objectives |
| **ALL** | The Curriculum  Due to COVID-19, the majority of meetings will remain virtual via TEAMS | Delivery of the agreed RE/PSHE/RSE curriculum covering different beliefs and those with a disability  CPD by NASEN  ‘Supporting effective delivery of the new statutory RSHE Curriculum for pupils with SEND’ | Termly  8th March 2021 | Class Teachers and Phase /Curriculum Leads  Headteacher (ZR)  PSHE and Equalities Lead (DV) | Monitoring and evaluation, Learning Conversations, book looks, Learning Walk, Pupil Voice, Environment checks.  Evaluation of data to diminish gaps | Diminishing the Gap for vulnerable groups |
| **ALL** | Any initiative, club, special event, assembly, sporting competition, musical/arts initiatives, fundraising etc | All staff aware of the need for equal opportunities for all pupils; gender, race, beliefs and disability.  Promote diversity across the school community | Termly | All teachers | Teachers/SLT  *Named Person –Deputy Head (BH)* | A fair/equitable system is used across school. All pupils encouraged to make a positive contribution. Vulnerable children supported to access e.g LAC/CIN/CP/Young carers |
| **Race, Disability & Gender** | |  | | --- | | Pupil achievement is monitored by race, gender and disability and any trends or patterns in  the data that may require additional action to narrow the gap are addressed. (Focus on EYFS/Y1 as a result of the impact of lockdown) | | Data for all pupils is analysed termly by Data Champion (AB), class teachers and SLT. This will fed into Learning Conversations (Pupil Progress Meetings)  Data analysis-ASP, IDSR, FFT etc shared | Termly | Class teachers, Phase Leaders/SLT  PP Lead, SENCO, Data Champion | Learning Conversations (PP Mtgs)  Monitoring and Evaluation by SLT-termly reports to FGB/TFT | The Gap is diminishing for specifically identified groups or individuals. |
| **Race, sexual orientation, gender, religious beliefs** | |  |  | | --- | --- | | Identify, respond to and report racist, religious homophobic,  transphobic, sexist, misogynistic incidents |  | | Termly focus on bullying, cyber bullying, behaviour through PSHE/assembly themes/RSE. School Council etc to promote excellent values/attitude | Termly | Class teachers/support staff/DRAs | Trends tracked and noted by SLT  Exclusions (Fixed Term & PEX)monitored by Headteacher/SLT and reported to Governors termly | Incidents are dealt with swiftly  Headteacher uses data to assess the impact of the school’s approach and policy  All Staff are confident to deal with racist, religious, homophobic, transphobic, sexist, misogynistic incidents OR know where to go for support and advice in school. |