

## Allerton Bywater Primary School 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 Allerton Bywater 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.**

Following a full review of our RE curriculum we are implementing a new scheme from September 2017 which will include visits to a variety of places of worship for different faiths. We have regular visits from representatives of local churches to lead assemblies.

Our long term curriculum planning includes opportunities to promote cultural diversity; for example a whole school focus in summer 2017 has been on West Indian Carnival.

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

We have ongoing links with two inner city primary schools which have vastly different mixes of children on roll.

European Day of Languages has been marked in school.

Our Y6 children take part in the Leeds Children's Mayor project.

We regularly review our resources to ensure they reflect society as a whole.

We hold family learning sessions and encourage all families to attend.

We are on a journey towards becoming a UNICEF Rights Respecting School.

As a village school in an area with little population diversity we are very aware of the need to continue to seek out opportunities for our children to learn about and understand people from different backgrounds.

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

All pupils have a voice through school council with elections held at the start of each school year.

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

In the past older pupils have completed the Junior Award Scheme for Schools (JASS) but time constraints have led to us dropping this more recently.

School tracks the participation of vulnerable and minority children in clubs and actively promotes these for disadvantaged children, who are given first refusal on sign up.

Children in receipt of pupil premium are given priority places in our after school 'tea time club' and staff support these children to complete homework and read to an adult.

Following a review of communication with parents we now use text messaging and blogging in addition to weekly newsletter and our school website.

We work with the local extended services cluster team to provide ongoing family support for any families that may need it.

We employ two members of staff specifically to work to remove barriers to learning.

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

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

All our clubs are open to all children for example girls attend football club, boys attend ballet club.

Our sports teams (where appropriate) have an equal gender split.

We are aware of the need to plan more activities to widen our children's understanding of different career opportunities.

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

We have over 95% participation in our Y4 and Y6 residential visits.

Our children access many activities which are provided through and across the Brigshaw Trust for example MAAT sports event 3 times a year, swimming gala, Trust sports day.

Our PE teams are fully inclusive.

Each child takes part in at least one major educational visit each year.

Visitors to school and links with other organizations enhance the curriculum for all pupils.

Visitors have included authors, artists, dance groups and local residents, including our Silver Friends group. A wide range of extra-curricular clubs is on offer, these vary term by term and have included cookery, French, yoga, kickboxing and film club.

Peripatetic violin and guitar lessons are open to all and subsidised by the school.

All children take part in concerts and drama performances.

## **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 specific needs as required, eg. diabetes, use of epi pen

School provides or accesses specialist equipment if required.

An accessibility review is regularly undertaken.

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.

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.

We are aware that our curriculum could include more opportunities to raise awareness of people with disabilities.

### **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 school council.

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 and we have a higher proportion of male staff than is usual in a primary school. These male members of staff work right across the school age range.

### **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.

The curriculum includes work on immigration.

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

Resources are carefully selected to represent our diverse nation.

Curriculum planning includes work on inspirational figures from a range of backgrounds, for example during our recent science week.

### **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.

Pregnant staff have been agreed flexible return to work patterns wherever possible.

### **Religion or belief**

Teaching is non-denominational.

There are regular opportunities for reflection during collective worship.

We have followed the Leeds Agreed Syllabus in RE and children learn about all religions. Our new scheme which will be rolled out in autumn 2017 will include more opportunities to visit places of worship of other faiths.

The school supports both staff and pupils who wish to take religious holidays and respects individuals need to follow their religion. This has recently included Romany families taking time out to celebrate traveler days and children having time away from school to celebrate Eid.

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

### **Sexual orientation**

Work during anti bullying week includes work on homophobic bullying.

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 Allerton Bywater 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 further promote awareness that the opportunities available to our children, both now and in their adult life are not determined by their gender.
- 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.

## **Annual Review of Objectives Set in 2017**

### ***Review conducted 13<sup>th</sup> June 2018***

**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.**

Following the implementation of our new RE scheme, all children across both Key Stage One and Key Stage Two have had the opportunity to visit a key place of worship linked directly with their year group’s religious focus. This has included a Sikh temple, a mosque, a synagogue, a Church of England church and a Hindu temple.

In Summer 2, 2017, our whole-school focus was ‘Carnival’, with a direct link with the Leeds West Indian Carnival. This included a whole-school celebration day during which the children held their own carnival. This event was supported by a visitor who had been recommended by LCC who discussed West Indian heritage with the children and exposed them to music and stories from his culture.

We continue on our journey towards obtaining Rights Respecting silver award, having obtained bronze this year.

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

**To further promote awareness that the opportunities available to our children, both now and in their adult life are not determined by their gender.**

All our clubs continue to be open to all children for example girls attend football club, boys attend ballet club.

Our sports teams (where appropriate) have an equal gender split.

Our long-term curriculum planning for academic year 2018-2019 incorporates both a careers week and a life-skills week in order to expose the children to the possibility of different career opportunities.

**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.**

We gained the bronze level Rights Respecting School Award in June 2017 and are continuing on our journey to gold (now the equivalent of level 2).