

## Husbands Bosworth Church of England Primary School



### EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA)

#### REPORT TO GOVERNORS MARCH 2012

#### 1. How we eliminate discrimination and other conduct that is prohibited by the Act;

As a matter of course, Husbands Bosworth staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

LIST OF SCHOOL POLICIES WHICH DEMONSTRATE COMPLIANCE WITH SEA AND RELEVANT LINKS IN ITALICS;

NB; *all aspects of Equality covered refers to disability, race, gender, anti-homophobic, faith, cultural*

<b>Policies</b>
Finance – <i>covered</i>
Pay Policy for Teaching – <i>specific section</i>
Child Protection – <i>covered</i>
Health and Safety – <i>covered</i>
Admission – <i>covered</i>
Performance management – <i>specific section</i>
Support Staff Pay – <i>specific section</i>
Marking - <i>covered</i>
Attendance – <i>covered</i>
Collective Workshop – <i>covered</i>
Teaching and Learning – <i>covered</i>
Monitoring and Evaluation – <i>covered</i>
Behaviour and Discipline - <i>covered</i>
Complaints - <i>covered</i>
Race Equality – <i>specific policy</i>
Whistle Blowing - <i>covered</i>
Leave of Absence - <i>covered</i>
PPA - <i>covered</i>
Homework - <i>covered</i>

Special Educational Need – <i>specific policy</i>
ICT Acceptable Use - <i>covered</i>
Management of Staffing Reductions - <i>covered</i>
Data & Information Security - <i>covered</i>
Disability Equality – <i>specific policy</i>
Sex Education – <i>covered</i>
Spiritual, Moral, Social and Cultural Development – <i>covered</i>
Gift and Talented – <i>covered</i>
Website – <i>covered</i>
Curriculum – <i>covered</i>
Assessment – <i>covered</i>
Inclusion – <i>specific policy</i>

Curriculum
<i>All aspects of Equality covered unless specified;</i>
ENGLISH
MATHS
<a href="#">SCIENCE</a>
INFORMATION COMMUNICATIONS TECHNOLOGY
DESIGN & TECHNOLOGY
GEOGRAPHY/HISTORY
PSHE
MUSIC
ART & DESIGN
P.E.
R.E.
MODERN FOREIGN LANGUAGE
FOUNDATION STAGE

## 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging for School Activities Policy outlines how financially-disadvantaged families can be assisted with payments etc).

Below are the Gender, Race and Disability Schedules for targeted work / Equality Objectives throughout Husbands Bosworth;

### Cultural and race equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.</li> </ul>	Headteacher	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage
<ul style="list-style-type: none"> <li>Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</li> </ul>	Headteacher	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> <li>Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions</li> </ul>	All staff Monitored by RE coordinator in scrutiny of work / pupil interviews	Ongoing	Ensure children continue to develop their understanding of all cultures and religions
<ul style="list-style-type: none"> <li>Continue to develop links with schools from different countries / cultures</li> </ul>	Headteacher + EK	Ongoing – review in June 2012	Ensure children continue to develop their understanding of all cultures and religions
<ul style="list-style-type: none"> <li>Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary.</li> </ul>	Headteacher	Ongoing- review September 2012	Continued excellent levels of racial tolerance and understanding (to at least maintain racist incidents as 2 in 2011/12)
<ul style="list-style-type: none"> <li>To conduct pupil interviews relating to cultural awareness</li> </ul>	RE. PSHE and Headteacher	To be conducted and reviewed by June 2012	To continue to monitor the level of cultural awareness

### Gender Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continuation of tracking both genders in all aspects of their achievement and attendance</li> </ul>	Headteacher + teachers	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is equal to or above whole school percentage
<ul style="list-style-type: none"> <li>Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</li> </ul>	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> <li>Continue to ensure subjects which are traditionally 'boy' or 'girl' related (e.g. aspects of PE) are equally accessible and</li> </ul>	Monitored by AW	Ongoing	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.

<ul style="list-style-type: none"> <li>promoted to both genders</li> <li>Continue to monitor extra-curriculum participation is representative of both genders.</li> </ul>			
<ul style="list-style-type: none"> <li>Continue to monitor all sexist incidents and report any incidents to the LA and governing body as necessary.</li> </ul>	Headteacher	Ongoing	Continued excellent levels of gender tolerance and understanding

## Disability Equality;

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> <li>Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance</li> </ul>	SENCO + Headteacher	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels.
<ul style="list-style-type: none"> <li>Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people</li> </ul>	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> <li>Continue to ensure subjects (e.g. aspects of PE) are equally accessible and promoted to all regardless of any disabilities</li> <li>Continue to monitor extra-curriculum participation is representative of all abilities.</li> </ul>	Monitored by all staff	Ongoing	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
<ul style="list-style-type: none"> <li>Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary.</li> </ul>	Headteacher	Ongoing	Continued excellent levels of disability inclusion awareness
<ul style="list-style-type: none"> <li>Continue to ensure persons with any disability are portrayed in a positive light throughout the school</li> </ul>	CA/ All Staff	Ongoing	Displays and work in school portray persons with disabilities in a positive light
<ul style="list-style-type: none"> <li>Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability</li> </ul>	Governing Body + Headteacher	Ongoing	Health and safety governor annual inspection / School survey conducted by LA
<ul style="list-style-type: none"> <li>To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken.</li> </ul>	Relevant staff + Headteacher	Ongoing	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

As is highlighted above, our data tracking and target setting ensures that all 'groups' (e.g. gender, free-school meals, race etc) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group' (for example, one-to-one tuition is currently being provided to FSM children to assist in narrowing the gap).

### 3. Fostering good relations across all characteristics - between people who share a protected

characteristic and people who do not share it;

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, PSHE, SEAL work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.

Evidence (2011-2012)

- No numbers of reported racist incidents;
- No numbers of reported bullying incidents;
- No sexist or homophobic reported incidents;
- No reported incidents relating to disability discrimination;