

## St Breward Community Primary School.

### Equality Duty – Compliance with Single Equality Act (SEA)

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

As a matter of course, St Breward 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 POLICIES, WHICH DEMONSTRATE COMPLIANCE WITH SEA AND RELEVANT LINKS IN ITALICS;

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

#### **DOCUMENT NAME:**

Safeguarding Policy – *all aspects of Equality covered*

Admissions Policy – *all aspects of Equality covered*

Risk Assessment - *all aspects of Equality covered*

Code of conduct - *all aspects of Equality covered*

Visitors Policy - *all aspects of Equality covered*

#### **All Aspects of Equality covered unless specified;**

English

Maths

Teaching and Learning policy

E-Safety

Behaviour

Marking

Monitoring and Evaluation

Assessment recording and reporting

Equal Opportunities

SEND

Sex Education including PSED

Homework

Collective Worship

Early Years Policy

Spiritual, Moral, Social & Cultural EDn

Race Equality and Anti-Racist – **race faith and cultural**

Anti Bullying

Emotional Wellbeing

#### 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.

**Below are the Gender, Race and Disability Schedules for targeted work / Equality Objectives throughout St Breward;**

**Race Equality;**

<b>Action</b>	<b>By whom</b>	<b>By when</b>	<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>Continuation of tracking ethnic minority groups in all aspects / RW of their achievement, attendance and extra-curricular participation.</li> </ul>	HW	Ongoing	Ensure provision and achievement for all is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and equal to or above whole school percentage.
<ul style="list-style-type: none"> <li>Continue to use R time, PSHE and SEAL 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 use RE topics including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions.</li> </ul>	All Staff Coordinated through scrutiny of work/pupil voice.	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 other schools from different countries/cultures</li> </ul>	All Staff	Ongoing – review in July 2019	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 governing body as necessary.</li> </ul>	All Staff	Ongoing – Review September 2019	Continued excellent levels of Racist tolerance and understanding.

## 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>	HW / ER (SEND)	Ongoing	Ensure provision and achievement for all groups is as 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 PHSE 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 to both genders.</li> <li>Continue to monitor extra-curriculum participation is representative of both genders.</li> </ul>	Monitored by all staff – specifics include ensuring both genders are involved in teams such as netball etc...	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>Continue to monitor all sexist incidents and report any incidents to the governing body as necessary.</li> </ul>	All staff	Ongoing- review September 2019	Continued excellent levels of gender tolerance and understanding.

Disability Equality;

<ul style="list-style-type: none"> <li>Continuation of tracking all abilities including various groups of SEND children, in all aspects of their achievement and attendance.</li> </ul>	HW/ ER	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEND children is monitored and is at least at expected levels.
<ul style="list-style-type: none"> <li>Continue to use R time, PSHE and SEAL 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 regardless of any disabilities</li> <li>Continue to monitor extra-curriculum participation is representative of all abilities.</li> </ul>	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>	All staff	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>	HW/ ER/ 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>	HW/JB/ governing body	Ongoing	Health and Safety governor inspection/ school surveys
<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>	HW / JB / relevant staff	On going	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 issue 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’.**

### **3. FOSTERING GOOD RELATIONSHIPS 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 our 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 and PSHE work provides the pupils with experiences to help them to develop these relationships.