

Swillington 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 Swillington 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.

We have updated our RE scheme of work which now includes visits to a variety of places of worship including a synagogue and a mosque.

We have regular visits from representatives of local churches to lead assemblies.

Our long term curriculum planning includes more opportunities to promote cultural diversity, such as African drumming workshops and Indian dance lessons.

Our Year 6 children work with the African Voices project, meeting and working with African students from Leeds University.

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

We have worked with the British Red Cross on refugees and immigration.

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 Y3 and Y6 and the school supports these financially to ensure full participation.

Y5/6 pupils have completed the Junior Award Scheme for Schools (JASS) which has been designed to recognise wider achievement. JASS develops the whole individual by offering recognition in four key areas – regular physical activity, exploring a personal interest, working for the good of the community or the environment and completing an outdoor activity or challenge.

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 free places in our after school 'tea time club' and staff support these children to complete homework and read to an adult.

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

We have run workshops and courses for parents to help them in supporting their children's learning.

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 dance club.

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

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

We have over almost 100% participation in our 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. These include Yorkshire Wildlife Park, Filey, Bolton Abbey, London, Yorvik Viking Centre, Skelton Grange and Murton Park. Visitors to school enhance the curriculum for all pupils. Visitors have included authors, artists, story tellers, dance groups and local residents who have particular skills or interest to share (eg a miner and visitors leading WW1 role play).

A wide range of extra-curricular clubs is on offer, these have included cheerleading, gardening and choir.

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.

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

We are working towards the dyslexia friendly school award.

We have hearing loops installed in our building.

The school has Mindmate Champion status.

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 carried out every 2 years.

Children have taken part in a Paralympic games festival.

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.

