



THE BRAMPTONS PRIMARY SCHOOL

EQUALITY DUTY

1. Introduction and Background

- 1.1 In April 2011 a single public sector Equality Duty was introduced to replace three duties to promote disability, race and gender equality, which had been in place previously.
- 1.2 The Equality Duty extends to all aspects of a person's identity that are protected under the Equality Act 2010. They are Race, Disability, Sex, Age, Religion or Belief, Sexual Orientation, Pregnancy and Maternity and Gender Reassignment. These are known as "protected characteristics".
- 1.3 In carrying out its duties, including making decisions and policy making, public bodies including schools are required to have "due regard" to the need 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 that do not share it.
- 1.4 In the school setting having "due regard" means:-
- When making a decision or taking an action a school must assess whether it has implications for those with protected characteristics.
 - Considering equality implications before and at the time that it develops policy and takes decisions.
 - Consciously considering each aspect of the duty.
 - Assessing the risk and extent of any impact that may result from a policy or decision and the ways that any risk can be eliminated before the adoption of a policy.
 - Integrating the Equality Duty into the carrying out of the schools functions.
- 1.5 To assist schools in meeting the duty, there are two specific duties that they are required to carry out. These are:-
- To publish information to demonstrate how they are complying with the equality duty.
 - To prepare and publish one or more specific measurable equality objective.
- 1.6 School life at The Bramptons is underpinned by its core values which are: Respect, Courtesy, Loyalty, Honesty, Compassion and Perseverance. Everyone that is part of our school community including children, staff and parents are expected to demonstrate these value at all times.

1.7 The staff and children at The Bramptons are also aware of the importance of, and the need to demonstrate, British Values. They are Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance of those of different Faiths and Beliefs.

2.0 Compliance with the Equality Duty

2.1 To ensure that the requirements of the Equality Duty are considered when agreeing policies, every policy produced from January 2017 will include an "Equality Considerations" Section. This will be completed to advise Governors when approving policies whether there are any equality considerations.

2.2 Appendix 1 demonstrates how The Bramptons is complying with the Equality Duty.

3.0 Equality Duty Objectives

3.1 The Bramptons Primary School has three objectives in relation to the Equality Duty.

1. To increase the awareness of all stakeholders of people from all cultures and religions.
2. To eliminate any language that is offensive to anyone, particularly those with protected characteristics.
3. To ensure that all children, including those with protected characteristics, are able to reach their full potential.

3.2 The Action Plan at Appendix 2 details how these objectives will be achieved.

4.0 Related Policies

Equality in Employment Policy

Equality Policy

Anti-Harassment Policy

Anti-Bullying Policy

Inclusion Policy

Accessibility Plan 2019-2022

Equality Information

Protected Characteristics	What evidence do we have that we eliminate unlawful discrimination, harassment & victimisation.	How do we advance equality of opportunity between people who share a protected characteristics and those who do not?	How do we foster good relations between people who share a protected characteristics and those who do not?
Race	<ul style="list-style-type: none"> ● Itrack data - progress & attainment compared to others . ● No recorded race incidents. 	<ul style="list-style-type: none"> ● Provide support for any children for whom English is a second language. ● Provide interventions where necessary. 	<ul style="list-style-type: none"> ● Diverse curriculum and planning. ● Continual requirement to adhere to the school Values and British Values.
Disability	<ul style="list-style-type: none"> ● Itrack - SEN achievement Data ● Adaptions and changes to ensure inclusion. 	<ul style="list-style-type: none"> ● Provision of specialist furniture & equipment (inc Dyslexia) ● Changes to ensure the building meets the requirement of the DDA. (removal of steps in the playground) ● Provision map used to ensure those with SEN are provided with the right support. 	<ul style="list-style-type: none"> ● Development of close relationships between parents & staff including SENCO.
Sex	<ul style="list-style-type: none"> ● Gender specific Itrack data. ● Anti-bullying Policy enforced across the school. ● Staff Anti-bullying & Harassment Policy 	<ul style="list-style-type: none"> ● Participation in mixed team sports events 	<ul style="list-style-type: none"> ● Continual requirement to adhere to the School Values.
Gender Reassignment	N/A	<ul style="list-style-type: none"> ● Requirement to demonstrate the School Values. ● Information relating to school uniform is now gender neutral. 	<ul style="list-style-type: none"> ● Continuous requirement to demonstrate the School Values.
Pregnancy & Maternity	<ul style="list-style-type: none"> ● HR Records ● Appropriate HR policies in place including Flexible working. 	<ul style="list-style-type: none"> ● Planned returned to work 	<ul style="list-style-type: none"> ● Contact maintained while employee on leave.
Age	<ul style="list-style-type: none"> ● Diverse age range of those employed by the school. 	<ul style="list-style-type: none"> ● Equality in Employment Policy in place and adhered to. ● Appropriate recruitment training undertaken 	<ul style="list-style-type: none"> ● All age groups from the local community are invited to attend some school events.
Religion & Belief	<ul style="list-style-type: none"> ● Balanced, Multi-faith RE Curriculum. ● Willingness to grant days for celebrations & festivals. 	<ul style="list-style-type: none"> ● RE Planning. ● Stories relating to other cultures. ● Demonstration of the School Values 	<ul style="list-style-type: none"> ● Representatives of differing faiths invited to visit the school.
Sexual Orientation	<ul style="list-style-type: none"> ● Process in place to report homophobic incidents. 	<ul style="list-style-type: none"> ● Equality of Employment Policy adhered to. ● Appropriate recruitment training 	<ul style="list-style-type: none"> ● PHSE Curriculum. ● Demonstration of the School Values and British Values.

Equality Engagement

Protected Characteristics	How have we engaged with protected groups to eliminate unlawful discrimination, harassment & victimisation	How do we engage with protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<ul style="list-style-type: none"> ● Assemblies & PHSE Lessons. ● No recorded race incidents. 	<ul style="list-style-type: none"> ● Support for children with EAL. ● Working with parents to ensure appropriate support is provided.. 	<ul style="list-style-type: none"> ● Curriculum promotes positive engagement. ● Books/Resources to engage and encourage people to explore other cultures.
Disability	<ul style="list-style-type: none"> ● Work closely with parents to ensure the necessary support is provided. ● Engage health professionals to ensure the school is fully informed in relation to specific needs. 	<ul style="list-style-type: none"> ● Regular meetings with parents to ensure their child's needs are being fully met. ● Care Protocols for children that have medical needs. 	<ul style="list-style-type: none"> ● Close relationships with the parents of the children concerned. ● Ensure arrangements are in place with health professionals.
Sex	<ul style="list-style-type: none"> ● All curriculum & extracurricular activities are for all children. 	<ul style="list-style-type: none"> ● All groups, houses, activities, school council mixed. 	<ul style="list-style-type: none"> ● PHSE lessons. ● School Council
Gender Reassignment	N/A		
Pregnancy & Maternity	<ul style="list-style-type: none"> ● Ongoing dialogue with staff member concerned. 	<ul style="list-style-type: none"> ● If possible, consider adjustments to working arrangements to accommodate individual circumstances. 	<ul style="list-style-type: none"> ● Ongoing dialogue with staff member concerned.
Age	<ul style="list-style-type: none"> ● We recognise the benefits of employing people from a wide range of age groups. 	<ul style="list-style-type: none"> ● Engagement with staff through staff meetings. 	<ul style="list-style-type: none"> ● All age groups from the local community are encouraged to participate in school events.
Religion & Belief	<ul style="list-style-type: none"> ● Discussion with families concerned. 	<ul style="list-style-type: none"> ● Discussion with families concerned. 	<ul style="list-style-type: none"> ● Ensure there is a wide range of material available to encourage people to explore other cultures.
Sexual Orientation	<ul style="list-style-type: none"> ● We would be happy to fully engage with anyone with this protected characteristic 		

Summary of our Equality Analysis

Protected Characteristics	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at promoting equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristics and those who do not?
Race	Outstanding	Outstanding	Outstanding
Disability	Outstanding	Outstanding	Outstanding
Sex	Outstanding	Outstanding	Outstanding
Gender Reassignment	N/A	N/A	N/A
Pregnancy & Maternity	Outstanding	Outstanding	Outstanding
Age	Outstanding	Outstanding	Outstanding
Religion & Belief	Good	Good	Good
Sexual Orientation	Good	Good	Good

All members of the school community are expected to demonstrate the School Values and British Values which ensures that equality is a cornerstone of life at The Bramptons.

Ittrack Data shows that children with Race, Sex, Age and Religion and Belief protected characteristics are achieving at Expected Levels or better. Those with a disability are being supported to reach their maximum potential.

The objectives chosen will address the two areas which requires further work.

Equality Duty Objectives

Objective	What protected Group (s) will be affected.	Actions Required	Who is responsible for the actions	Timescale
To increase the awareness of the children of different cultures and religions.	Race Religion & Belief	<ul style="list-style-type: none"> ● Increase the number of representatives from different faiths that lead school assemblies. 	RC	Ongoing
To eliminate any language that is offensive to anyone with protected characteristics.	Race Disability Religion & Belief	<ul style="list-style-type: none"> ● Continue to ensure School Values and British Values are demonstrated. ● Use PHSE lessons, at an appropriate level, to explore how use of offensive language makes others feel. ● Monitoring of activity on the playground. ● Protective behaviours approach introduced with emphasis on language used. 	All Staff	Ongoing
To ensure that all children, including those with protected characteristics, are able to reach their full potential.	All	<ul style="list-style-type: none"> ● Ensure measures are in place to identify any children that require additional support to reach their full potential. ● Ensure that, once the need has been identified, children are provided with the appropriate support. 	All Teaching Staff & Senco	Ongoing

