

## Mansbridge Primary School



Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED or simply the "Equality Duty").

### **SCHOOL EQUALITY DUTY PLAN 2016 - 2020**

The new Equality Duty has two parts: the "general" duty and "specific" duties. The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have "due regard" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

This plan sets out the proposals of the Governing Body of the school to ensure that we :

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

Our key objectives are as follows:

1. Eliminate unlawful discrimination, harassment and victimisation of both pupils and adults within and outside the school.
2. Advance equality of opportunity by improving the physical environment of the school to increase the extent to which pupils can take advantage of education and extended services.
3. Foster good relations by improving the delivery to pupils and other stakeholders with protected characteristics of information that is provided in writing ensuring a range of different formats and communication aids are used where necessary ensuring all information is accessible to everyone in our school community.

We believe this equality plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting progress of the Equality Plan over a prescribed period.

## 1. **Starting Points:**

### 1a. Visions and values:

At Mansbridge Primary School we have high ambitions for all of our children and expect them to achieve in every aspect of school life.

The school

- sets suitable learning challenges
- responds to pupils diverse needs
- Overcome potential barriers to learning and assessment for individual and groups of pupils.

The school aims to identify and remove barriers to all pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed and impairment.

### 1b. Involvement:

Mansbridge Primary School is committed to collecting a wide range of pupil and family information, views and aspirations for improved accessibility and equality. It will also include priorities of the Local authority.

### 1c. Information gathering from pupil data and school audit.

The school will use all available information and data to identify individuals with protected characteristics and use the data to support the equality plan.

This includes:

- Details on entry
- SEN audit
- Data collated on teaching staff/ adults linked to the school

This may mean objectives changing throughout the year depending on pupils who join the school or whose circumstances change.

We will begin the process by consulting with our own school community and stakeholders. This consultation can then be extended as appropriate.

### Definitions of protected characteristics:

#### **Age**

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

#### **Disability**

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

#### **Gender reassignment**

The process of transitioning from one gender to another.

### **Marriage and civil partnership**

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

### **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

### **Race**

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### **Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

### **Sex**

A man or a woman.

### **Sexual orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## **2. Access to this plan:**

This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. The plan will be published via the school website. This plan will be shared with Senior Management and will inform relevant aspects of the schools development plan. It will be available to Ofsted inspectors.

## **3. Supporting Policies:**

Equality Information and Objectives, SEN, Behaviour & Anti-Bullying

## **4. Making it Happen**

Management, coordination and implementation

At Mansbridge Primary School all staff have a duty to ensure even greater inclusion of pupils and adults with protected characteristics and to make every effort to eliminate unlawful discrimination, harassment and victimisation of both pupils and adults within and outside the school. Information collected will be co-ordinated by The Inclusion Manager and brought to the Head teacher and Governing Body prior to being incorporated in the School Improvement Plan. Action plans will be developed and monitored through the annual school improvement process.

**Mansbridge Primary School Equality Plan - 2016-2020: 1. Eliminate unlawful discrimination, harassment and victimisation of both pupils and adults within and outside the school. 2. Advance equality of opportunity by improving the physical environment of the school to increase the extent to which pupils can take advantage of education and extended services. 3. Ensure any gaps in the performance of particular groups of pupils are narrowed or closed**

| OBJECTIVE  | STRATEGIES  | OUTCOME   | TIMEFRAME                    | SUCCESS CRITERIA  |
|--|---|---|------------------------------|---|
| The protected nine characteristics are disseminated to all staff and training is provided on how to eliminate unlawful discrimination, harassment and victimisation of both pupils and adults within and outside the school. | <p><i>Staff meeting once a year to refresh staff's understanding of the nine characteristics, our PSED objectives and what actions are required to ensure that there is no discrimination, harassment and victimisation of both pupils and adults within and outside the school.</i></p> <p><i>Discussion item on Governor's agenda at least once a year</i></p> <p><i>The PSHE, SRE curricula and assemblies for the children encourages an understanding of the characteristics and a respect for people's differences.</i></p> | <p>The relevant staff meetings or dissemination of information has taken place once a year.</p> <p>Minuted in Governing body minutes as having taken place. The PSHE/SRE curricula is mapped out with activities covering the nine characteristics in a proportionate manner depending on the age group</p> | End of Autumn term each year | <p>All staff have a proportionate understanding of the nine characteristics our PSED duties, and objectives.</p> <p>All Governors have a proportionate understanding of the nine characteristics our PSED duties, and objectives.</p> <p>PSHE/SRE Medium term plans show a progression map for teaching children a respect for people's differences</p> |
| Children are taught how to ensure they do not bully, make discriminatory remarks or act prejudicially towards children and adults because of any of the protected nine characteristics                                       | <i>The PSHE, SRE curricula and assemblies for the children encourages an understanding of the characteristics and a respect for people's differences and takes a proportionate pro-active stance to encourage understanding rather than a reactive stance to punish one the discriminatory action has taken place.</i>  | There is a significant reduction in any bullying or discriminatory actions or comments  |                              | Bullying logs show at least a reduced number of incidents with an aspiration of having none at all.   |

|  |  |   |                       |  |
|--|--|---|-----------------------|--|
| <p>Resources and planning is adjusted to meet the needs of SEN / EAL children</p> <p>Displays show representation of some examples of the nine protected characteristics with an emphasis of different but equal.</p>  | <p>-Review and implement a preferred layout of furniture and equipment as required to support the learning process.</p> <p>-use of visual timetables in KS1 and KS2 if required for individuals.</p> <p>-Termly Learning walks carried out by SENCo to review and make recommendations.</p> <p>Some of the Display boards have a representation of different characteristics and our commitment to eradicate all forms of discrimination</p> | <p>Children have ready access to a range of appropriate resources to support their learning.</p> <p>Learning walks by Inclusion lead evidence the existence of these displays and their effectiveness by conferencing children on their understanding</p> |                       | <p>Monitoring reports such as lesson observations and work sampling indicate SEN/EAL pupils needs are being met</p>  |
| <p>Any gap that exists between the outcomes for girls in terms of attainment in reading and writing compared to boys at Mansbridge is narrowed compared to any national gap at end of ks2</p>  | <p>Ensure that the reading and writing curriculum in both reading and writing throughout the school meets the needs of girls in terms of engagement , equality of opportunity and appropriateness .</p>  | <p>Girls attainment compared to boys is at least in line or better than the national difference for reading and writing for national expectation at end of ks2.</p>   |                       | <p>By the end of the 2017 school year, the gap between the percentage of girls in key stage 2 reaching national expectations in reading , writing and maths combined compared to boys will either be in line or less than the national gap which was 7% in 2016.</p> |
| <p>Publish information on school website and paper where requested :</p> <ul style="list-style-type: none"> <li>• of the diversity of the school population.</li> <li>• How we are performing in relation to the three aims of the equality duty.</li> </ul> | <p>Publish relevant characteristics from school pupil census i.e.: percentages of ethnicity , gender , and SEN.</p> <p>Publish on the PSED action plan an impact statement showing any outcomes towards the aims of the equality duty.</p>   | <p>The PSED plan is updated every year with percentages of ethnicity , gender , and SEN from Oct census.</p> <p>The PSED plan is updated every year with impact statement.</p>  | <p>By Mid October</p> | <p>Details published online by Mid October</p> <p>Details published online by Mid October</p>  |

### October 2016 PSED pupil characteristics

| Pupil Characteristics  | Percentages                             |
|------------------------|---|
| Gender M/F             | 46% male 54% female                     |
| SEN / NON SEN          | 46% SEN / 54% NONSEN                    |
| Ethnicity percentage - | 60% White British 40% Non White British |

### October 2016 PSED outcomes

1. Incidents of bullying or notifiable prejudicial abuse reduced to 1 for academic year 2015-2016.
2. Staff received proportionate annual training / dissemination of information on Public sector equality duties .

Reviewed October 2016