



## Public sector equality duty workbook Portfields Primary School

This workbook has been completed with regard to the following publications:

- The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
- Equality analysis and the equality duty: *Equality and Human Rights Commission*
- Engagement and the Equality Duty: *Equality and Human Rights Commission*
- Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
- Equality Information and the Equality Duty: *Equality and Human Rights Commission*
- Equality Act 2010 and Schools (April 2014): Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Fostering good relationships between people who share a protected characteristic and those who do not.
- By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

## STAGE 1: EQUALITY INFORMATION

We have considered how well we currently achieve these aims with regard to the eight protected equality groups by finding evidence already in school and identifying gaps, identifying where practice could be improved and considered our effectiveness in terms of equality.

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	<p>Racist incidents are recorded and reported in line with local authority and relationships and behavior policy requirements. Parents are reported to where the victim is a pupil in school.</p> <p>School data is analysed to ensure attainment is similar for non-white British pupils as for white British.</p> <p>Attendance data is analysed to ensure there is no difference for groups.</p>	<p>Take up of extra-curricular clubs and extended schools activities by ethnic minorities is good. All children attend visits and trips.</p>	<p>We organise visitors from the local ethnic community.</p> <p>The curriculum is designed to teach children about diversity as this is not reflective of the local community.</p> <p>We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.</p>
<b>Disability</b>	<p>SEN progress data shows that most children with SEN make at least expected progress from their starting points.</p> <p>Records show that there have been no bullying incidents related to disability.</p> <p>Children with a disability can attend part time if this is deemed appropriate to their needs.</p> <p>Allowances are made for hospital visits etc. All Health Care plans are written and agreed with parents with the support of the School Nurse.</p> <p>There are a number of trained members of staff to support pupils with identified needs e.g. diabetes</p>	<p>All children have opportunities to join extra-curricular clubs and to go on all school trips.</p> <p>Extra staff are utilised to give one to one support where needed.</p> <p>Specialist equipment is provided according to needs. Children requiring one to one support have this put in place as an early help strategy to ensure full access to the curriculum.</p>	<p>One of the school's core values is respect and kindness. Through our PSHE curriculum and the foundation curriculum, children are taught to respect everyone regardless of ability.</p> <p>Each year group ensures that their reading texts cover a range of cultures and positive role models from all races.</p> <p>We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.</p>

<b>Sex</b>	All data is analysed to look at difference in attainment between genders. The school improvement plan seeks to address gender issues even if the school data is in line with national data. Teams, school council etc are monitored to ensure a balance of numbers of boys and girls participating. All recruitment adheres to equal opportunity legislation and all roles are open to both sexes.	Where it is needed, girls' or boys' groups are targeted in English and Maths to close gaps between sexes. Leadership roles for children are equally divided between boys and girls. There is also no division between in-school sports teams – boys and girls can represent the school in mixed teams.	The school work on growth mindsets teaches all children that everyone can do well at all subjects if they try their best and don't give up. School seeks to actively encourage role models that boys and girls can relate to. We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.
<b>Gender Reassignment</b>	Recruitment procedures comply with equal opportunities legislation	Not applicable at present	Not applicable

<b>Pregnancy and Maternity</b>	The school has two job share positions, which are the result of allowance being made for mothers of small children. Risk assessments are undertaken for pregnant staff and adjustments made to allow for their health needs. Time off is given as required for antenatal appointments. Male members of staff can request paternity leave, as stated in the Burgundy book	All staff are subject to the same terms and conditions and performance managed according to their role. The school considers all applications for job share working according to the academy policy. Amendments to roles are made for pregnant staff according to need.	Staff on maternity leave are invited to all staff social functions and are welcome at training days. Keeping in touch days are arranged to ensure they are up to date with what is going on in school. Consideration and notice given to staff with young children when arranging out of school hours events.
<b>Age</b>	Recently recruited staff profile shows teachers recruited across the age range.	Governors recruit according to the requirements of the post. MyNewTerm application forms do not show a date of birth. School volunteers include retired members of the local community to come into school to read with children.	Neighbours, including residents of local care homes, came to our recent Queen's Platinum Jubilee event. We visit a local care home to sing for residents and as part of living history topics. The school has a good relationships with local community groups and supports annual events including the laying of crosses on Remembrance day.
<b>Religion and Belief</b>	All children take part in collective worship. Parents can ask for children not to take part but none have in the past three years. Data regarding religion is collected when children start school. The school values promote respect for all regardless of their beliefs. Absence for religious observance is authorized.	All pupils have the opportunity to withdraw from RE lessons or collective worship. Children learn about some other religions- the RE agreed syllabus at key stage one covers Christianity and Judaism but pupils learn some other aspects through cultural days. We plan a range of festivals and celebrations from different religions and beliefs in a three-year cycle.	The RE curriculum teaches children about all religious belief and also covers no belief. School and year group assemblies cover religious festival days and culture. The school reading curriculum covers a range of religious narratives. We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.

<b>Sexual Orientation</b>	Recruitment procedures comply with equal opportunities legislation. Homophobic language/bullying incidents are recorded and reported to parents.	Not applicable currently	School values promote respect for everyone. Work in PSHE, and other subjects, promotes a range of different family structures. We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.
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## STAGE 2: EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
<b>Race</b>	<p>Creating a culture where the school's values allow all to respect and celebrate difference. Children talk openly and report racist Incidents.</p> <p>We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.</p>	<p>Through our language of the term, family members and local community support, children are taught about customs, language, food and other cultural differences in a practical and inspiring way.</p>	<p>All of Portfields family are welcomed. We aim to have all correspondence translated into home language and/or support the family to fully engage with all school life.</p> <p>We engaged with and supported our newly arrived Afghan and Ukraine families through coffee mornings, signposting local amenities and encouraging them to take part in school events.</p>
<b>Disability</b>	<p>Parents and carers of children with SEN are asked for their opinions at termly review meetings.</p> <p>All groups of children make good progress from their starting points.</p> <p>We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.</p>	<p>The expertise of Local Authority advisors and training is sought at an early stage to ensure strategies to support are in place.</p> <p>Accessibility plan.</p> <p>Use of outside agencies eg School Nurse.</p>	<p>Liaison with parents and outside agencies. Signposting support groups to help them.</p>
<b>Sex</b>	<p>Equal opportunities for both sexes for both staff and pupils are promoted.</p> <p>We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.</p>	<p>The school improvement plan targets specific gender issues eg girls' maths and boys' reading/writing</p>	<p>Curriculum planning and engagement with parents around supporting home learning.</p>

<b>Gender Reassignment</b>	Not available		
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<b>Pregnancy and Maternity</b>	Not applicable with regard to pupils. Pregnant staff are surveyed to ensure procedures are fair.	Flexible working hours/job shares Support as required during pregnancy and maternity leave.	
<b>Age</b>	Staff, volunteers and governors reflect the wide age range.		
<b>Religion and Belief</b>	Explanations in RE what being a member of various religions entails. Inviting people of different religions to collective worship and to workshops. We have a list of key figures that children learn about from all the protected characteristics. These are taught through assemblies.	Children visit places of worship to support their learning in RE and speak to leaders from different religious communities.	Visitors in school and visits to places of worship.
<b>Sexual Orientation</b>	Equal opportunities recruitment procedures in place.		



**EQUALITIES OBJECTIVES AND ACTION PLAN**  
**DATE OF PUBLICATION September 2024**

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions
<p>Promote all races positively in school, so that all children have a good understanding of life in modern Britain. Children learn about from all the protected characteristics. These are taught through assemblies and PSHE</p>	<p>All races in the wider community. The vast majority of the children in school are white British – this will enable them to have a broader understanding of life outside their community.</p>	<p>There is no or very few reported or perceived discrimination in school.</p> <p>We have sent letters to family about being an Anti-Racist school. Any prejudice from home is challenged appropriately.</p>	<p>All staff and governors.</p>	<ul style="list-style-type: none"> <li>● Reading curriculum plans in texts that reflect diversity.</li> <li>● RE lead to review visits and consider different places of worship that reflect diversity.</li> <li>● RE lead to explore possibility of having visitors from different cultures into school.</li> <li>● Curriculum diversity action plan undertaken.</li> <li>● Organise a link between a school in Sierra Leone.</li> </ul>
<p>Narrow gaps in attainment between boys and girls.</p>	<p>All pupils in maths, reading, and writing.</p>	<p>Data and tracking will show gaps narrowing.</p>	<p>All teaching staff.</p>	<ul style="list-style-type: none"> <li>● Pupil progress meetings.</li> <li>● Consider curriculum and pedagogy approaches to interest both genders.</li> </ul>
<p>Improve progress for children with SEN.</p>	<p>Disabled children.</p>	<p>Data and tracking will show gap between disabled and no disabled closing.</p>	<p>SENCo/ all teaching staff.</p>	<ul style="list-style-type: none"> <li>● EHCP reviews to discuss targets and educational progress</li> <li>● Full time inclusion leader and SENDCo working closely with teachers and children.</li> <li>● Links with other schools, including special schools</li> </ul>