



# Public Sector Equality Duty 2011 Workbook



**The information contained in this duty reflects the practices of Croyland Primary School March 2019, however, as a continually improving school, when you visit us, you may notice and experience, far more than is detailed in this duty.**

**We are a school that welcomes feedback and will respond proactively to any observations that you make, that will strengthen our practices further.**

On 5th April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaces the existing Race, Disability and Gender Equality Duties.

The 3 aims of the General Duty is:

- 1. 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.
- 2. 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.
- 3. Foster good relations 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.

## Our Core Purpose:

At Croyland Primary School, our core purpose is to ensure the highest standards of pupil achievement within a safe, inspiring and inclusive learning environment. We also strive to develop inner confidence, foster curiosity and personal interests, and encourage a wider appreciation and understanding of an ever changing world. We **value the unique characteristics of each child**, and nurture their progression towards becoming positive contributors to society.

We are “a happy school where we become experts in lots of things”  
(JB Year 2)

In our commitment to the United Nations Convention of the Rights of the Child, children’s rights are embedded into the ethos, culture and development of our school.

### **EQUALITY Summary March 2015-2018**

It is very clear that we have policies and practices securely in place to protect those individuals who fall within the protected characteristics. We are very flexible in our curriculum response to “need” and much of our deeper response to the above characteristics currently happens as a result of an incident within school or news globally/nationally. Some of the characteristics have a greater predominance in our school such as Race, Sex, Religious Beliefs and Disability. We are committed to ensuring that our practice is strong and that we educate children in order to prevent any attacks from lack of knowledge, understanding, general respect, rather than educating in response to an event.

## Reviewed Duty for the period March 2019 – March 2021

Our school is at the centre of our diverse local community. We celebrate the rich variety of backgrounds of our children and fully support and care for the children who may have challenges in their lives. Many of our children are from the protected groups. We, as a school, take any discrimination, harassment or victimisation very seriously and it is dealt with immediately resulting in very few issues throughout the school. Any incidents are reported to the Governing Body for discussion and action.

The whole ethos at Croyland is centred on the wellbeing of every child and their unique characteristics. We are constantly looking for new ideas and initiatives to further our support of the eight protected characteristic groups, especially in terms of educating the children about other protected groups.

In recording what to do, to ensure that Croyland Primary School meets the requirements of the duty, there are overlapping practices that, instead of listing against each characteristic, I have summarised below under the headings of the duty.

This duty must be read in conjunction with our Accessibility Plan and our Wellbeing Work Book

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share 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?
<p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p> <p>Thought Boxes in class rooms enable children privately to share their worries and concerns.</p> <p>Our school has an open door policy to parents, who are able to access a member of SLT to respond to their needs, worries as a matter of urgency.</p> <p>We utilise Gold HR Package within the Local Authority for advice to ensure our staff community is taken care of within the legal framework.</p>	<p><b>The Head teacher reports to the Governing Body in her Head teacher’s Report, any incidents of attack on Protected Characteristics and the whole school policy.</b></p> <p><b>All pupils</b> have equal curriculum/wider curriculum, regardless of their protected characteristic.</p> <p>Clubs and enrichment opportunities are offered and attended by <b>All</b> pupils.</p> <p>The Assistant Head teacher for Inclusion leads a staff team that ensures the needs of our potentially vulnerable pupils are met.</p>	<p>A nurturing ethos prevails throughout the school focusing upon the celebration of the unique characteristics of each child.</p> <p>Assembly themes are driven by needs of the school and the needs of a diverse cohort.</p> <p>Partnership work with a range of schools ensures that our children are mixing well with others.</p> <p>School Newsletter reiterates the values of good citizenship and kindness between one another.</p> <p><b>Spotted C</b> focusses and praises children who support one another.</p>

	<p>Cohorts of pupils - e.g. Race/Gender is tracked to ensure that the curriculum provision responds to their needs and ways of learning.</p> <p>We have two members of staff trained in using Early Help Assessments (EHA'S) and leading Team Around the Family meetings (TAFS). Their role is to work with a variety of external agencies to provide support and guidance to family units.</p>	<p>We take part in a range of community projects to ensure the school are aware of the diverse nature of the community in which they live.</p> <p>We undertake relevant awareness opportunities to ensure our children are knowledgeable about the different disabilities and how they impact on lives.</p> <p>Purchase of Picture News that presents questions to provoke thinking about controversial issues in the world.</p>
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## STAGE 1: EQUALITY INFORMATION

RACE		
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share 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?
<p>Racial incidents are recorded and sanctioned within the guidance of our "Promotion of Positive Behaviour".</p> <p>Assemblies provide opportunities to promote racial equality: Sharing positively, the differences and similarities between people.</p> <p>Incidents of racism are reported to the governing body through the HT report and strategically addressed through safeguarding discussions as and when they happen.</p> <p>Clear and concise lunchtime procedures are understood and followed by all staff.</p> <p>Assembly themes are driven by our school values and global links are made where appropriate. The children introduced the value of</p>	<p>The Governing Body is fully aware of the diverse make up of CPS and celebrates the achievements of groups of pupils, including EAL and ethnic diversity.</p> <p>The Governing Body PAW committee monitors the numbers of racial attacks and the school response.</p> <p>All school policies reflect our commitment to equality irrespective of race.</p> <p>Essential Information is shared with parents in the appropriate language required by parent.</p> <p>A teacher of EAL supports the admission to school process through language support.</p> <p>Essential Information is shared with parents in the appropriate language required by parent. The website contains google translate.</p> <p>We support EAL parents/carers with transition of their children to secondary school.</p>	<p>Our School Values make it clear the way we should all behave towards one another.</p> <p>Curriculum Response to Global/International Issues Planned/unplanned. "A window on the world". 'Elephant in the classroom'. Pupils are given factual and objective information.</p> <p>Racial Equality educational visits/visitors throughout the curriculum which develop positive relations and provide factual information.</p> <p>Children with different levels of language acquisition are paired together to support their language improvement while maintaining their first language.</p> <p>Whole School Assembly, Class assemblies, Red carpet assembly bring together parents and children of the whole school community.</p>

<p>being global into our value system.</p> <p>School display celebrates race and eliminates differences between countries, cultures and languages.</p> <p>Our websites enables access to school information for the languages spoken within the school community.</p> <p>Artefacts on display are bought to represents the cultural identity of the communities within CPS. The Child and object are matched through a photo and explanatory piece about their country of origin and what the object is used for.</p> <p>Our curriculum reflects the diversity of the world and is reviewed annually to ensure that it is relevant and engaging to our diverse school community.</p> <p>As part of our curriculum, pupils are taught and take part in projects which celebrate cultural difference.</p>	<p>School Library /Classrooms resourced with dual language resources and those which promote cultural differences.</p> <p>Translators are used whenever necessary.</p> <p>Teachers are aware of the race diversity in their classes.</p>	<p>Mixed grouping within the classroom.</p> <p>A school partnership with Friars School enables our children to learn that a disability is not a barrier to school.</p>
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**DISABILITY ( Accessibility Plan)**

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

<p>We are a fully accessible school. We have numerous entrances, all accessible by a path wide enough for wheel chairs, with double door access.</p> <p>We have disabled accessibility provision via double doors, ramps, toilets shower room etc.</p> <p>Our Inclusion Policy makes clear our commitment and details our provision and how we work with a range of professionals to ensure the individual needs of a child are met.</p>	<p>Risk Assessments are created and implemented for those pupils who have high levels of need to ensure that their need is not a barrier to school/learning/opportunities. (A PEP may be required).</p> <p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Referrals are made to OH for staff whose disability is impacting on their ability to complete their job description.</p>	<p>PHSE curriculum strengthens the understanding that we are all different and that this is to be celebrated. School Based Partnership with Friars School through our Nurture Provision.</p> <p>Our PHSE curriculum ensures that our pupils understand the impact of a disability and how the challenges faced are overcome. E.g. Guide Dogs for the Blind.</p> <p>The school partakes in awareness days – for children with particular disabilities in school.</p>
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<p>Resources are purchased that are recommended by the professionals working with the child to ensure that they have physical access to their education.</p> <p>Support is provided to parents who have a disability to enable them to engage fully in the school life of their child. E.g. Interpreters, parking facilities, reserved seating.</p> <p>Children are collected from the school office by parents whose disability prevents them from moving around the school with ease.</p> <p>Braille is imprinted onto all school signs. Interpreters are provided to support hearing impaired and those parents who speak little English to ensure that they have a clear picture of their child's needs and can celebrate their achievements.</p>	<p>Adaptations to staff working arrangements as necessary.</p> <p>An Inclusion Team ensures the holistic needs of pupils with disabilities are met.</p> <p>The team liaises with agencies that provide support for children with disabilities and monitors the impact of provision within school.</p> <p>Lead Practitioner for Family Support, provides emotional and welfare support to families where disability impacts on day to day living.</p> <p>Health and safety of staff and pupils with disabilities are discussed monthly by the SLT to ensure that our provision is appropriate to the needs of the child.</p> <p>A teacher responsible for medical needs liaises with parents to ensure that all staff are trained to support the child's disability, thus giving access to all aspects of school life.</p> <p>Access arrangements to enable the child to engage fully in statutory tests are applied for e.g. Enlarged script, additional time.</p> <p>AHT will apply for High Needs Funding and /or make a request for statutory assessment if it is required to further support the child.</p> <p>SEND TAs support pupils on residential visits.</p>	<p>Our school values system ensures that all children are celebrated for showing Croyland Values to one another. A "spotted" board celebrates children, without them knowing for demonstrating the school values to others in the school community.</p> <p>School Based Partnership with Friars School through our Nurture Provision. CPS pupils are accepting of disability.</p> <p>Work Experience offered to secondary pupils from Friars Secondary School as a learning experience for our pupils.</p> <p>Pupils with a disability work with their supporting TA (or Mrs Sawford-ASD) to research and share information to their peers regarding their disability.</p> <p>Parents who have disabilities are regularly consulted to find out how we can improve our facilities further – for them and their child.</p> <p>Braille is imprinted onto all school signs.</p> <p>After school clubs are offered to all pupils and support is given, if required by the child. We apply to the LA to support pupils who need additional adult support to access our child care facility.</p> <p>Sports Premium Funding has provided disabled coaches as role models to our pupils.</p> <p>Parents are matched through the school to support one another, where their child's need is similar.</p>
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## GENDER

<p>We are fortunate that we have a mixed staff therefore our pupils experience male and female role models, in all parts of the school community.</p> <p>Currently we have a greater number of boys than girls in the school cohort. Our rigorous work with data identifies gender differences and interventions are set to reduce the gap within school and against national patterns.</p> <p>Our Sex and Relationships Policy guides our practice in our approach to the teaching of gender specific health issues/matters.</p> <p>Referrals can be made to the school nurse by both staff and parents with regard to gender related issues.</p> <p>Self-care resources and facilities are provided for both genders to ensure that children are able to address their personal needs as they grow older without this being an issue.</p>	<p>School uniform/PE kits are unisex.</p> <p>We ensure that when undertakings enrichment activities; both genders are represented through staff.</p> <p>We challenge stereotyping of gender roles, particularly within sport.</p> <p>The school counsellor advises the school on any referrals she receives with regard to gender related health issues.</p> <p>We recognize within children throughout the school, that both genders go through changes as they enter into puberty and we support this through both staffing and a range of facilities.</p> <p>Where religion beliefs may impact on a child learning about growing up; parent, child and teacher sessions are offered on a 1-1 basis.</p>	<p>PHSE curriculum strengthens the understanding that we are all different and that this is to be celebrated.</p> <p>Stereotypes are challenged, to encourage our children to follow their future aspirations.</p> <p>Visits and visitors representing both genders.</p> <p>School promotes not dividing groups of children based on gender.</p> <p>PHSE curriculum includes SRE – with a focus on growing up.</p> <p>Parents are invited to discuss these sessions in preparation to them being delivered.</p>
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## GENDER REASSIGNMENT

<p>To support pupils, we offer a range of Emotional Well-being Interventions that are decided upon as a result of undertaking the following assessments.</p> <ul style="list-style-type: none"> <li>• Emotional Literacy Assessment</li> <li>• SDQ</li> <li>• Self Esteem Indicator</li> </ul> <p>Pupils can self-refer to our school counsellor who visits the school weekly to support pupil emotional and mental health.</p> <p>Leaders are trained in the Solihull Way of working</p>	<p>We have supported a child through gender assignment. The child is now attending school happily in their preferred gender.</p> <p>CPS was praised by the process and care and support they provided. This was due to a caring team and a focus on the child; granting their wishes following 6 years of living in the alternative gender at home.</p> <p>This is what we did to enable equality of opportunity for them:</p> <p>Staff members received training in Gender Reassignment support in order to support pupils, parents and school.</p> <p>A strong partnership was forged with CAMHS – who</p>	<p>Our Core purpose /PHSE curriculum strengthens the understanding that we are all different and that this is to be celebrated.</p> <p>Gender Reassignments is discussed in PHSE at Year 6 giving children the opportunity to ask questions and gain factual understanding.</p>
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<p>to best support pupil/parent in crisis.</p> <p>Lead Practitioner for Pastoral support is available daily and her direct work with parents enables her to signpost support as necessary.</p> <p>Emotional Well-being forms part of our school curriculum – to ensure all pupils are well aware that difference is fully acceptable and how best to support themselves.</p>	<p>provided key staff with the necessary understanding in order to support the child and their family.</p> <p>Their knowledge enabled us to work with the family, within timescales to ensure the reassignment process was carefully and sensitively executed, to support the child. We would repeat this process again – if required.</p> <p>All sharing of information with the wider community is done so following approval of the child and parent, school was simply the facilitator.</p> <p>Transitions with secondary schools began early to ensure the parents were able to make the right decisions in terms of secondary placement for their child’s future.</p> <ul style="list-style-type: none"> <li>• Gender nonspecific toilets</li> <li>• No boy/girl groups</li> <li>• Individual changing for those who express the wish</li> <li>• Coordinated whole school response – led by child and family.</li> <li>• Naming Celebration with new name.</li> <li>• Child and family afternoon for the class of the child – to provide support and friendship to the child and family.</li> </ul>	
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**PREGNANCY AND MATERNITY**

<p>Emotional health and well-being of staff is of paramount importance.</p> <p>Staff have access to NCC Employee Assist if they feel it is necessary.</p> <p>Staff are referred to Health Management to ensure health and well-being enables them to fulfil their role.</p> <p>Fathers on our staff role are given the opportunity to attend scans and medical appointments as Exceptional Leave.</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>Kit days are encouraged by all members of staff.</p> <p>Back to work plans are made face to face with Headteacher and Bursar together to ensure the needs of both parties are met, within the legal framework.</p>	<p>Staff pregnancy is celebrated with children at an agreeable and safe time.</p> <p>Births are celebrated throughout the school in various ways. Celebration cards are sent on behalf of the school.</p> <p>Staff are encouraged to visit the school, and share their happy experience with colleagues and pupils.</p>
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**AGE**

<p>We follow NCC guidelines for recruitment of staff.</p>	<p>Adaptations to staff working arrangements as necessary.</p>	<p>We encourage communication and participation in school events of all generations of a family.</p>
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<p>Staff can be referred to Health Management to ensure health and well-being enables them to fulfil their role.</p>	<p>SLT/School office are well aware of those pupils who are in the care of an older relative and provide additional support as required. (SGO)</p>	<p>All relations generations are formally welcomed in celebration assemblies.</p> <p>When requesting support for school visits, all family members are welcomed.</p>
<b>RELIGION AND BELIEF</b>		
<p>Staff and pupils beliefs are respected and catered for (for example: time to pray).</p> <p>All pupils are offered the Northamptonshire agreed syllabus for RE which is timetabled within PPA, with one teacher, delivering RE to the whole school.</p> <p>The curriculum offers visits to religious places to ensure pupils have accurate knowledge.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>All parents are offered the right to withdraw their pupils from RE.</p> <p>Attacks on religious beliefs are recorded and sanctioned within the guidance of the Behaviour Policy and are reported to the governing body through the HT report for discussion and action.</p> <p>All religious events are celebrated as a school within assemblies or as part of RE teaching.</p> <p>Children are encouraged to be proud of their religious beliefs and their unique and difference ways of being.</p> <p>Visitors from different Faith communities visit</p>	<p>Governing Body PAW committee monitors questions/issues that have arisen from the Head teacher's Report.</p> <p>Religious Celebration days are recorded as an authorised absence. This includes Jehovah Witness Summer Conference.</p> <p>Attendance at religious celebrations e.g. Catholic Confirmation during Easter in Europe, are authorised for three days – two days travel and one day celebration.</p> <p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief.</p> <p>Rich &amp; diverse curriculum opportunities/experiences. RE visitors to school to develop the topic R.E in the community. International visits and world events discussed.</p>	<p>Educational visits develop positive relations between pupils of different Faiths. Children are encouraged to take part in these visits and feel proud of their chosen beliefs.</p> <p>News items involving religions and beliefs discussed in a subjective way – reporting facts.</p> <p>Headteacher sends celebration cards/texts to groups of children/individuals when they are absent on their festival day e.g. Chinese New Year.</p>

<p>school to support the curriculum/lead assemblies.</p>		
<b>SEXUAL ORIENTATION</b>		
<p>Full acceptance of staff choice of orientation.</p> <p>Any derogatory comments made in regard to sexual orientation are recorded (sanctioned) and reported to parents, the Governing Body and the Local Authority.</p> <p>To support pupils, we offer a range of Emotional Well-being Interventions that are decided upon as a result of undertaking the following assessments.</p> <ul style="list-style-type: none"> <li>• Emotional Literacy Assessment</li> <li>• SDQ</li> <li>• Self Esteem Indicator</li> </ul> <p>Pupils can self-refer to our school counsellor who visits the school weekly to support pupil emotional and mental health.</p> <p>Leaders are trained in the Solihull Way of Working to best support pupil/parent in crisis.</p> <p>Emotional Wellbeing forms part of our school curriculum – to ensure all pupils are well aware that difference is fully acceptable and how best to support themselves.</p> <p>School staff have been on additional training ‘Tackling Homophobic Bullying’ by Stonewall.</p>	<p>Governing Body PAW committee monitors questions/issues that have arisen from the Headteacher’s Report.</p> <p>We have a strong partnership with CAMHS – who provided key staff with the necessary understanding in order to support the child and their family who are unsure about their sexual orientation.</p>	<p>Our Core purpose /PHSE curriculum strengthens the understanding that we are all different and that this is to be celebrated.</p> <p>PHSE curriculum includes SRE – the differences between families. Stone wall display posters around the school.</p>

## STAGE 2: EQUALITY ENGAGEMENT

<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination,</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p>	<p>How do we engage with protected groups in order to foster good relations?</p>
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harassment and victimisation?		
<p>Strong Partnerships with PCSO: responded to Child at Risk Logs.</p> <p>Application Procedures encourages all applicants.</p> <p>Values based Assembly Themes driven by the needs of our children, the community and current affairs.</p> <p>Our school has an open door policy to parents, who are able to access a member of SLT to respond to their needs, worries as a matter of urgency.</p> <p>We utilise the Gold HR Package within the Local Authority for advice to ensure our staff community is taken care of within the legal framework.</p> <p>Clear expectations, systems and practises with regard to behaviour and bullying; every allegation is investigated and reported to SLT/Governing Body.</p>	<p>We have two members of staff trained in using Early Help Assessments (EHA'S) and leading Team Around the Family meetings (TAFS). Their role is to work with a variety of external agencies to provide support and guidance to family units.</p> <p>We have a teacher of EAL, a teacher responsible for Medical needs, a teacher responsible for Looked After Children and post adoption children, a member of staff to ensure the implementation of EHCP. These individuals are responsible for the wellbeing and learning of the most vulnerable in our school.</p> <p>We have a pastoral, behaviour and academic intervention team that provides support to all children.</p>	<p>Whole School assemblies and class celebrations, bring the whole school and community together.</p> <p>Visitors and visits that provide real experiences, for our children; a different voice, different perspective.</p> <p>School newsletters share the ethos of the school community, the diverse nature of our school community.</p> <p>Our school has an open door policy to parents, who are able to access a member of SLT to respond to their needs and worries as a matter of urgency.</p> <p>We undertake relevant awareness opportunities to ensure our children are knowledgeable about the different disabilities and who they impact on lives.</p>

### STAGE 3: EQUALITY Action Plan March 2019 – March 2021

<i>Focus</i>	<i>Which protected group will this most affect/influence</i>	<i>How will we know we have achieved the objective</i>	<i>Lead and other key players</i>	<i>Actions</i>	<i>Evaluation</i>
<p><b>Well-being Work Book –</b> To embed mental health and well-being into the curriculum.</p>	<p><b>Invisible disability (Children)</b></p> <p><b>All Protected Groups</b></p>	<p>A greater focus on providing wave 1 mental health awareness across the school.</p> <p>Increasing staff awareness of the prevalence of mental health issues in children and how to recognize and act on symptoms.</p> <p>For the language of positive thinking habits to be part of</p>	<p>LD KJ JJ ZS CB &amp; Pastoral Team</p>	<p>Staff training days provided to recognise mental health problems (29<sup>th</sup> October 2018) 1 hour session.</p> <p>Staff training session on thinking habits – recap/ introduce to new staff.</p> <p>Pupil assembly to remind pupils of thinking habits - and who we can be emotionally well.</p> <p>Celebration of Pupil mental Health Events.</p>	

		adults/pupils emotional Literacy language		Front display Board – positive quotes and affirmations.	
For staff to feel confident and assured that their mental health and well-being is as important to leaders as the children's.	<b>Invisible disability</b> <b>All Protected Groups</b>	Increasing staff awareness of the prevalence of mental health issues and how to recognize and act on symptoms.  School staff report that their mental well-being and emotional health is good.		Staff training days provided to recognise mental health problems (29 <sup>th</sup> October 2018) 1 hour session.  Create and send out a staff questionnaire  Results to be shared with Governors – Personnel Committee for discussion and action.  Revisit questionnaire following Leadership action.	
Pupils minds are opened to the impact of protected characteristics on family lives and those individuals, who look different or have needs, that may not be like theirs, are normal, kind, loving people.	All protected groups	Incidents of attack on protected characteristics and any aggressive behaviour lessens over time.	<b>SLT</b> <b>JG</b> <b>GS</b>	Revisit Behaviour reporting and assembly response to behaviour graph.  Set class targets to reduce identified behaviours. Celebrate this with Croyland Cash.  Pastoral and Intervention Team in place to support all pupils with the challenges and skewed thinking habits.  Inclusion/PHSE Lead to welcome visitors into school to talk to pupils regarding disabilities that affect their lives and how they deal with it.  Parents visit school, to speak to friends of pupils with disabilities. How best can peers support their child as a friend? (Yr 4/5/6)	