

Equality Act Statement

Ashby Hastings Primary School 2021-22



EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA) 2010

1. How we eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

As a matter of course, School name staff are reminded about the compliance and importance of the Equality Act 2010 and ensure that all work undertaken complies and promotes equality of access and participation for all.

LIST OF SCHOOL NAME POLICIES WHICH DEMONSTRATE COMPLIANCE WITH SEA AND RELEVANT LINKS IN ITALICS;

NB; *all aspects of Equality covered* refers to disability, race, gender, anti-homophobic, anti-transsexual, anit-bisexual, faith, cultural, are covered in our policies.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging for School Activities Policy outlines how financially-disadvantaged families can be assisted with payments etc).

Below are the Gender Equality, Race, Anti-Homophobic/Transphobic/Biphobic Equality and Disability Equality Schedules for targeted work / Equality Objectives throughout School name;

Race Equality;

| Action | By whom | By when | Expected Outcomes |
|---|------------|---------|---|
| <ul style="list-style-type: none"> Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation. | HoS EHT | 07/22 | <p>Ensure provision and achievement for all groups is at expected or beyond standard.</p> <p>Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage</p> |
| <ul style="list-style-type: none"> Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people (2020 new scheme -Cambridge | HoS EHT | 07/22 | <p>Ensure children continue to develop their levels of tolerance and understanding of all cultures and races to reduce discrimination.</p> <p>R2R lessons to continue to ensure equality of opportunity is explored for all pupils.</p> |

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| PSHE scheme introduced). | | | |
| <ul style="list-style-type: none"> Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions | HoS EHT | 07/22 | Ensure children continue to develop their understanding of all cultures and religions |
| <ul style="list-style-type: none"> Continue to develop links with schools from different countries / cultures and with the local community | HoS EHT | 07/22 | Ensure children continue to develop their understanding of all cultures and religions. Consult parents/members of the local community on decisions to promote equality and eliminate discrimination. |
| <ul style="list-style-type: none"> Continue to monitor all racist incidents and to report any incidents to the governing body as necessary. | HoS EHT | 07/22 | Continued good levels of racial tolerance and understanding |
| <ul style="list-style-type: none"> To conduct pupil interviews relating to cultural awareness as necessary | HoS EHT | 07/22 | To continue to monitor the level of cultural awareness and to consult on decisions to promote equality and eliminate discrimination. |

Gender Equality;

| Action | By whom | By when | Expected Outcomes |
|---|------------|---------|---|
| <ul style="list-style-type: none"> Continuation of tracking both genders in all aspects of their achievement and attendance | HoS EHT | 07/22 | Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is equal to or above whole school percentage |
| <ul style="list-style-type: none"> Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people | HoS EHT | 07/22 | Ensure children continue to develop their levels of tolerance and understanding of all cultures and races. |

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| <ul style="list-style-type: none"> Continue to ensure subjects which are traditionally 'boy' or 'girl' related (eg aspects of PE) are equally accessible and promoted to both genders Continue to monitor extra-curriculum participation is representative of both genders. | HoS EHT | 07/22 | Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum. |
| <ul style="list-style-type: none"> Continue to monitor all sexist incidents and report any incidents to the governing body as necessary. | HoS EHT | 07/22 | Continued excellent levels of gender tolerance and understanding |

Anti-homophobic/Transphobia/Biphobia Equality;

| Action | By whom | By when | Expected Outcomes |
|--|------------|---------|--|
| <ul style="list-style-type: none"> Continue to use PSHE/R2R to reinforce school ethos of equality, tolerance and understanding of all people | HoS EHT | 07/22 | Ensure children continue to develop their levels of tolerance and understanding of all cultures and races. |
| <ul style="list-style-type: none"> Continue to monitor all Homophobic/Transphobia/Biphobia incidents and report any incidents to the governing body as necessary. | HoS EHT | 07/22 | Continued excellent levels of tolerance and understanding |
| <ul style="list-style-type: none"> Continue to be aware of any pupils who wish to discuss, explore or change their sexual orientation. Any such discussions or outcomes to be approached with care, support and sensitivity and to ensure, if relevant, that any peers of the pupil are similarly sensitive and supportive. | HoS EHT | 07/22 | Ensure children continue to experience an environment where they are comfortable with their sexuality and peers are similarly supportive and tolerant of others. |

Disability Equality;

| Action | By whom | By when | Expected Outcomes |
|--|------------|---------|---|
| <ul style="list-style-type: none"> Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance | HoS EHT | 07/22 | Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels. |
| <ul style="list-style-type: none"> Continue to use R2R and PSHE to reinforce school ethos of equality, tolerance and understanding of all people | HoS EHT | 07/22 | Ensure children continue to develop their levels of tolerance and understanding of all cultures and races. |
| <ul style="list-style-type: none"> Continue to ensure subjects (eg aspects of PE) are equally accessible and promoted to all regardless of any disabilities Continue to monitor extra-curriculum participation is representative of all abilities. | HoS EHT | 07/22 | Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum. |
| <ul style="list-style-type: none"> Continue to monitor all incidents relating to persecution and report any incidents to the governing body as necessary. | HoS EHT | 07/22 | Continued excellent levels of disability inclusion awareness |
| <ul style="list-style-type: none"> Continue to ensure persons with any disability are portrayed in a positive light throughout the school | HoS EHT | 07/22 | Displays and work in school portray persons with disabilities in a positive light |
| <ul style="list-style-type: none"> Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability | HoS EHT | 07/22 | Health and safety governor annual inspection / School survey conducted by LA |
| <ul style="list-style-type: none"> To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken as necessary. | | 07/22 | Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them. |

As is highlighted above, our data tracking and target setting ensures that all 'groups' (eg gender, disadvantaged, race etc) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic

achievement of any 'group' (for example, one-to-one tuition is currently being provided to many disadvantaged pupils to assist in narrowing the gap).

3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it;

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, PSHE work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.