

# HART PLAIN JUNIOR SCHOOL EQUALITY DUTY

## November 2017



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## LEGISLATIVE REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force replacing the previous race, gender and disability duties. This new duty extends to all aspects of a person's identity, known as 'protected characteristics' that are protected under the Equality Act 2010.

The Act provides for a **general duty** under section 149, which requires Governing Bodies to:

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010**, by removing or minimising disadvantages suffered by people due to their protected characteristic.
2. **Advance equality of opportunity between people who share a protected characteristic and people 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 across all protected characteristics - between people who share a protected characteristic and people who do not**, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In September 2011, the Equality Act 2010 (Specific Duties) Regulations 2011 came into force requiring all schools to comply with two specific duties, to demonstrate their compliance with section 149 of the Equality Act. The **specific duties** are:

1. **Annually publish equality information relating to people who share a particular characteristic and are affected by the school's policies and practices.** The legislation makes it clear that this does not apply to schools with less than 150 staff, so in many instances, you will be required only to publish pupil data. The purpose of this is to ensure that the public have as complete and clear a picture as possible of how their school has addressed the three aims of the general duty, what has been achieved as a result and what areas need to be targeted for development. The first date for publication of this information was 6 April 2012.
2. **Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty.** The purpose of this is to demonstrate that Governing Bodies have analysed their equality information, engaged as appropriate with relevant groups and set specific and measurable targets for improvement. **The first date for publication of these objectives was 6 April 2012. In practice this means that equality objectives need to be published again by April 2016 to meet the four yearly requirement.**

The legislation stipulates that the information is published in a manner which is accessible to the public, such as on the school's website, and this can be either published as stand alone document or as part of another document.

## PROTECTED CHARACTERISTICS

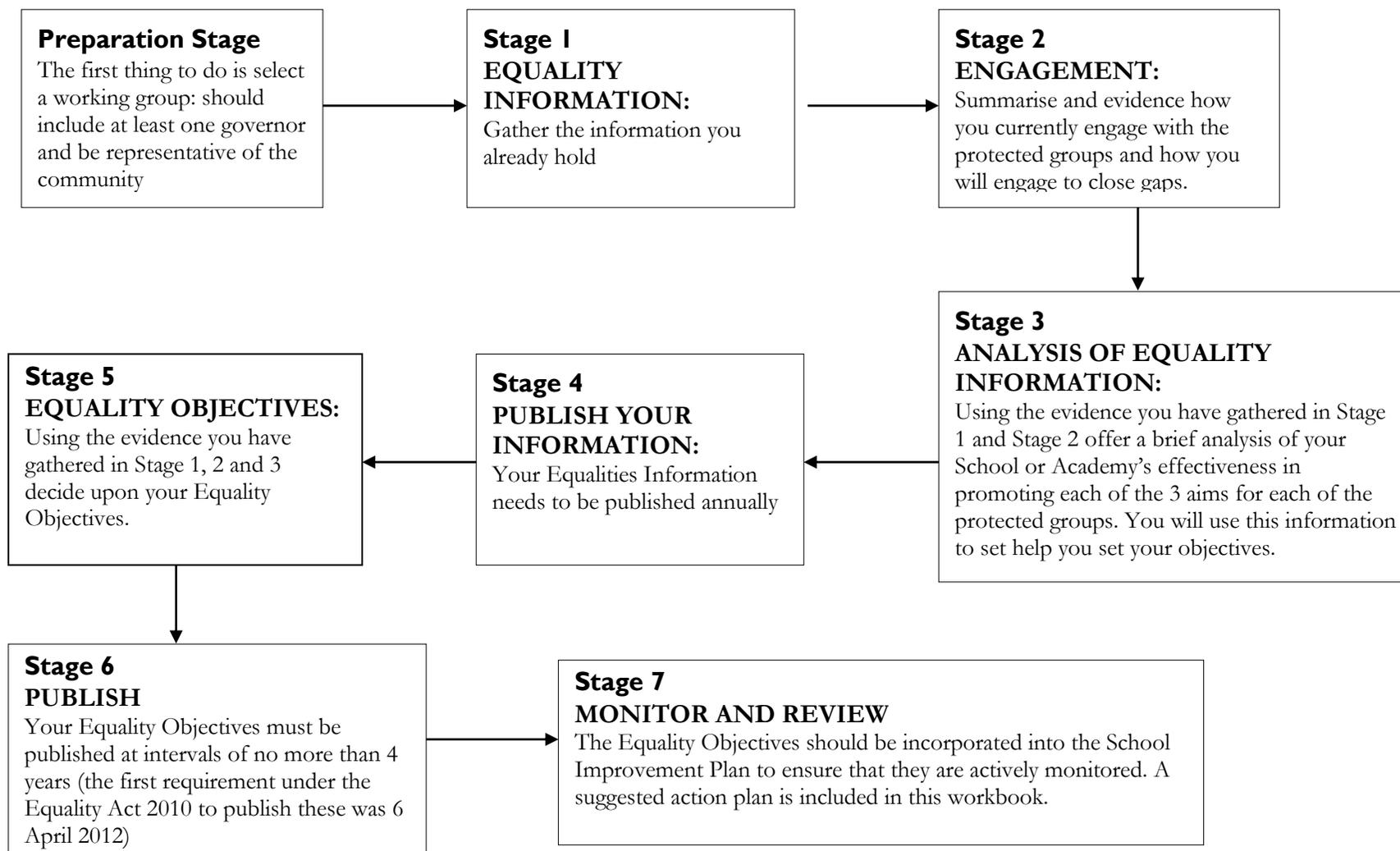
The Equality Act sets out obligations in relation to “protected characteristics”.

The protected groups are:

Age	Not applicable to pupils
Disability	Applicable to both staff and pupils
Sex	Applicable to both staff and pupils
Gender re-assignment	Applicable to both staff and pupils
Race	Applicable to both staff and pupils
Pregnancy and maternity	Applicable to both staff and pupils
Marriage and civil partnership	Not applicable to pupils
Religion and belief	Applicable to both staff and pupils
Sexual orientation	Applicable to both staff and pupils

Schools may also have other characteristics that are not protected in the legislation but are relevant to their local circumstances, such as having a connection with the forces community, or those with refugee/asylum status etc. You may choose to consider these groups and publish information in relation to these groups, albeit there is not a legal requirement to do so.

## FLOWCHART TOWARDS COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY



## EQUALITY INFORMATION AND ENGAGEMENT

Protected characteristics	Aims of the general duty
	<b>What evidence do we hold that shows 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	Evidence of following MOPP recruitment and staffing procedures. Evidence of action being taken when there have been racial incidents, and also of curriculum content promoting British Values and tolerance. Adoption of Prevent strategy. Celebration of a range of cultures. Twinning with a Ugandan School. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes – Standards, medium term planning
Disability	SEN policy monitored and enacted. Individual plans for pupils where necessary, including specific provision – medical needs, physical disability. Engagement with parents to improve parking and access to the school. Follow MOPP recruitment and staffing procedures. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes – Standards, medium term planning
Sex	Tracking evidence shows that we monitor progress of boys and girls and ensure that there is no imbalance. Follow MOPP staffing procedures. PSHCE curriculum. Pupils' positions of responsibility encourage and motivate boys and girls eg male/female House Captains, PTA awards, sports teams etc. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes – Standards, Pay Committee notes, medium term planning
Gender re-assignment	MOPP staffing procedures, awareness book for specific children, PSHCE curriculum. Evidence: staffing records, behaviour logs, medium term planning esp PSHCE
Pregnancy and maternity	MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, interview documentation, Pay Committee notes
Age	MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, interview documentation, Pay Committee notes
Religion and belief	PSHCE/collective worship promotes British Values and tolerance. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, behaviour logs, medium term planning esp PSHCE and RE, Collective Worship

	materials
Sexual orientation	<p>PSHCE curriculum. Evidence that action is taken in cases of homophobic name calling etc. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against.</p> <p>Evidence: staffing records, behaviour logs, medium term planning esp PSHCE and RE, Collective Worship materials</p>
Marriage and civil partnership	<p>PSHCE curriculum. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against.</p> <p>Evidence: staffing records, , medium term planning esp PSHCE</p>

## **EQUALITY INFORMATION TO BE PUBLISHED**

**Hart Plain Junior School**

### **EQUALITIES INFORMATION**

**November 2017**

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

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not..

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved;

**Pupil-related information**

Information	Evidence and commentary					
Attainment in English Gender 2017-2018 KS2 reading test KS2 TA writing levels	Writing			Reading		
		Female	Male		Female	Male
	ARE	46.2%	50%	ARE	61.5%	66.7%
	GDS	34.6%	23.3%	GDS	15.4%	6.7%
Attainment in Maths Gender 2017-2018 KS2 test	Maths					
		Female	Male			
	ARE	53.8%	70%			
	GDS	11.5%	20%			
Attendance Gender 2017-2018	Female – 95.5% Male – 95.6%					
Participation in the student council by Gender 2017-2018	School Council Reps Female – 44% Male – 56% (No concerns regarding the balance between gender)					
Participation in After School Clubs Gender 2017-2018	Sports/exercise clubs: 55% F 45% M Bank: clerks 25% M, 75% F; account holders 44% M, 56% F Breakfast club (sampled throughout one week): 46% M, 54% F					
Exclusions Gender 2017-2018	Female – 0 Male – 8					

## PUBLISHING YOUR EQUALITY OBJECTIVES

You must publish your Equality Objectives at intervals of no more than 4 years. **The first date for publication of these objectives under the Equality Act 2010 was 6 April 2012. In practice this means that equality objectives need to be published again by April 2016 to meet the four yearly requirement.**

The regulations do not specify how or where you should publish your objectives. A suggested format, as a standalone document is included overleaf. Alternatively schools could:

- include the objectives within a special equalities focused report;
- include the objectives as part of a larger report (although it should be clearly accessible to the public and they must know where to find the objectives);
- append the objectives to an existing equalities policy or statement;
- publish the objectives on a webpage.

Schools should also consider how they notify parents of the publication of the objectives. There is not a requirement to do so, but schools may consider a letter home to parents or an article in the school newsletter to refer parents and the community to where they can access the detail of the objectives.

It is critical that:

- the objective(s) is presented clearly and in a way the general public will understand;
- the school makes reasonable adjustments for disabled people to access the detail of the objective where relevant;
- consider whether the majority of your school community can access the detail of the objective (i.e. you should not publish on the website if you have information which indicates that access to the internet is particularly low in your community).

Governors should ensure that the equality objective(s) have been approved by the full governing body prior to publication unless approval has been delegated to a committee.

## **STAGE 6: SUGGESTED FORMAT FOR PUBLICATION OF EQUALITY OBJECTIVE(S)**

**HART PLAIN JUNIOR SCHOOL**

**EQUALITY OBJECTIVE(S)**

**DATE OF PUBLICATION November 2017**

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

4. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
5. Advance equality of opportunity between people who share a protected characteristic and those who do not.
6. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

The objectives should also be read in conjunction with the school's current equality information from which the objective was derived.

Objective 1: Address imbalance between girls' and boys' attainment and progress in Maths, and attainment in Writing and Reading

Objective 2: Address behaviour and sanctions imbalance – more boys receiving higher level sanctions than girls

Objective 3: Monitor participation in after school clubs and issuing of rewards in order to identify any pattern, and take appropriate action

Objective 4: Monitor specific attendance patterns (persistent absence and lateness) in order to identify any pattern, and take appropriate action

## STAGE 7: MONITORING AND REVIEW

Schools will need to ensure that their equality information is reviewed annually and objective(s) at intervals of no more than four years. They are strongly advised to also review any single equality statement or equality policies (where schools have separate policies for staff and pupils/others) at intervals of four years. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Schools are strongly advised to develop an action plan in relation to their equality objectives and to integrate this with the School's Improvement Plan. An example **action plan format** is provided below:

Actions	Deadline	Protected group	Who will complete the action?	Who will monitor, when and how?	Evaluation Questions
1) Address imbalance between girls' and boys' attainment and progress in Maths, and attainment in Writing and Reading <ul style="list-style-type: none"> <li>• Staff training/continuous professional development (cpd) to improve quality of teaching</li> <li>• Purchase of appropriate resources – engagement of boys in reading/girls in maths</li> <li>• Moderation of pupil outcomes</li> <li>• Targeted intervention and catch-up groups (academic, emotional, pastoral)</li> <li>• Parental engagement/support for learning</li> <li>• Leadership project to improve girls' attainment/progress</li> <li>• Male/female role models for reading/maths</li> </ul>	July 2019	Reading and writing – boys  Maths - girls	All members of teaching and intervention staff Maths and English leaders DHT	HT Governor with responsibility for Inclusion	Is there an imbalance between boys and girls in every year group? What types of resources would interest the girls / boys? Are the current tasks set aimed towards a specific gender? What types of interventions would address this imbalance? What are the children's viewpoints towards specific subjects and how can these change? Is teaching aimed to ensure that all children are engaged with the tasks that they are completing?
2) Address behaviour and sanctions imbalance – more boys receiving higher level sanctions than girls <ul style="list-style-type: none"> <li>• Effective behaviour plans and emotional provision in place for key pupils</li> <li>• Review behaviour policy to ensure that it is stimulating and engaging for all pupils</li> <li>• Improvement of provision at key trigger points (lunchtimes/PPA/cover etc)</li> </ul>	July 2019	Boys	All members of teaching and intervention staff Lunchtime, PPA and pastoral staff Primary Behaviour Support DHT PSHCE leader	HT Governor with responsibility for Inclusion	Is there an imbalance between boys and girls in every year group? Are the behaviour rewards appealing to the boys? What are the key trigger points for different individuals and are there any similarities between those trigger points? Have all members of staff received sufficient training in order to deal with different behaviours? How can outside agencies help to prevent behaviour sanctions?

<ul style="list-style-type: none"> <li>• Parental support and engagement programme</li> <li>• Staff training and cpd</li> <li>• Embedding of prevention of cyber-bullying/improvement in e-safety for children and parents, linked with anti-bullying week/PCSOs</li> <li>• Consultation with School Council</li> </ul>					
<p>3) Monitor participation in after school clubs and issuing of rewards in order to identify any pattern, and take appropriate action</p> <ul style="list-style-type: none"> <li>• Collect regular data, analyse and review</li> <li>• Raise awareness amongst staff of any imbalance</li> <li>• Consultation with School Council</li> <li>• Redesigning clubs as required to increase attraction to target group</li> </ul>	July 2019		Club leaders DHT	HT Governor with responsibility for Inclusion	Is there an imbalance between boys/girls, and if so, is it a cause for concern? Have children been consulted with re reasons? Have actions been identified? Is the imbalance reducing over time? Is there any corresponding impact on attendance, behaviour or progress/attainment?
<p>4) Monitor specific attendance patterns (persistent absence and lateness) in order to identify any pattern, and take appropriate action</p> <ul style="list-style-type: none"> <li>• Monitoring and review of whole school attendance and punctuality, including PP/'PP comparisons, with specific actions drawn up for persistent absentees/late arrivals within new attendance policy</li> </ul>	July 2019	Vulnerable children (esp Pupil Premium)	Attendance Officer	HT Governor with responsibility for Inclusion	Is attendance/punctuality gap closing between PP/'PP? Are attendance/punctuality improving? Are there any spikes? Do any absences need to be referred to legal panel/to be followed up who may require a fixed penalty? What is the impact of the Attendance Officer on attendance and punctuality? Is there consistency with HPIS and CCS? Do any families receive any specific additional support? How effective does this seem to be?