

Public Sector Equality Duty at Galmpton Primary School

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve:

General Duties

The three aims of the Public Sector Equality Duty are to:

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

Galmpton C of E Primary School – Public Sector Equalities Objectives
June 2016 to be reviewed annually

Objective	Which protected group(s) will this most affect?	How will we know we have achieved the objective?	Lead and other key players	Actions Annual Red/Amber/Green rating
To continue to monitor the provision and support given to our disabled pupils	Disabled pupils and pupils with medical needs	Each child with disabilities or medical needs will have the best possible provision and outcomes. They make good progress and parents report that they are happy with the arrangements made for pupils to access all aspects of the curriculum.	KB Class teachers 1:1 and TA support	To ensure the school environment is accessible as possible To ensure pupils with disabilities are well supported so that they can fully engage in all curriculum activities at a level appropriate for them Ensure all adults have detailed information about children's specific disabilities and medical needs so that adults make informed and accurate assessments of any situations where a child needs intervention or additional support Review ECHP/ medical plans annually
Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils.	PP	PP pupils make progress that is at least in line with non PP groups PP are able to access all aspects of the Curriculum as a result of the supports they receive	KB KS1/2 Leads Subject leads	Create provision map for PP children identifying each child's additional provision. Review termly to consider alternative/additional provisions. Increase middle leader capacity to support SLT in monitoring PP children. Use SPTO to ensure that specific groups can be carefully tracked. Termly pupil progress meetings are held to identify gaps in children's learning. Intervention programmes used to address the specific gaps and progress made through intervention programmes is carefully monitored.
The achievement of pupils with Special Educational Needs is maximised for all children – by July 2016	Pupils with SEND	Each child with an EHCP will have the best possible provision and outcomes.	Katy Burns	Effective support and intervention will be put into place where there is a clear need. This will be reviewed half termly, termly, or more frequently if required, to meet individual needs. Achievement of SEN children will be closely monitored at every level – teacher, team leader, SENCO, Head of School and

		<p>EHCP Targets will be met.</p> <p>Monitoring of support and intervention.</p> <p>Our SEN register is adapted and updated termly as the needs of children change</p>		<p>Governors at least every term.</p> <p>Annual review for children with EHC plan</p> <p>SEN support plan and targets updated each term and shared with parents. Pupils sign their 'child friendly version'.</p>
All children will be safeguarded from bullying.	<p>All children (prevention)</p> <p>Children who have been victims of bullying</p> <p>Children exhibiting bullying behaviour</p>	<p>Instances of bullying are rare or non-existent.</p> <p>When an instance of bullying is identified, this is appropriately dealt with, recorded and the situation is eradicated over time.</p>	Katy Burns	<p>Annual review of anti-bullying policy to involve all stakeholders.</p> <p>Create child friendly anti bullying policy with children. Children know the policy well and are confident in the school's responses to any bullying incidents.</p> <p>Bullying will be a regular agenda item in school council meetings – at least once a term.</p> <p>Mark anti-bullying week annually.</p> <p>Regular esafety lessons – at least once a year in each class.</p> <p>Bullying topic of PSHCE lessons regularly in all classes, especially if there has been an incident.</p>
To improve the achievement of children who exhibit challenging behaviour.	<p>Children requiring SEN support or EHCP for behaviour.</p> <p>Children requiring pastoral support due to inappropriate behaviours.</p> <p>Other vulnerable children (e.g. CP issues)</p>	<p>Achievement of these children is in line with those of their peers or the gap is closing over time.</p>	Katy Burns Jackie Wilson	<p>Effective support and intervention will be put into place annually and reviewed termly, or more frequently if required, to meet individual needs. This might include timetable or curriculum variation, including access to pastoral support, or teaching in a smaller group.</p> <p>Develop the role of our new THRIVE lead</p> <p>Achievement of children who exhibit challenging behaviour will be closely monitored at every level – teacher, team leader, SENCO, Head of School and Governors at least every term.</p> <p>School activities will be risk assessed so that children who exhibit challenging behaviour can access them with adjustments to meet their needs e.g. residentials, school trips</p>

				<p>Annual review for children with EHC plan</p> <p>SEN support plan and targets updated each term and shared with parents.</p>
To raise awareness of cultural diversity in modern Britain	<p>All children</p> <p>All staff</p> <p>All members of the community</p>	<p>Children are able to articulate how they are part of a multi-cultural Britain.</p> <p>There is an ethos of tolerance and respect for diversity.</p> <p>Pupils are aware of radicalisation and extremism, and are able to protect themselves from this.</p>	<p>Katy Burns</p> <p>Claire Platt</p>	<p>Over the next year, the school will update some aspects of the classroom environments and shared areas to reflect a more multi-cultural Britain.</p> <p>Positive examples of a variety of cultures will be added into all curriculum areas when appropriate at least once a term – but particularly into PSHCE and RE.</p> <p>Collective worship will include regular references to other faiths, and cultural diversity, as well as to consider how British values underpin our school values.</p> <p>Annual diversity week?</p> <p>Use of school council to raise awareness of current affairs linked to cultural diversity, and democratic parliamentary system – at least once each term.</p> <p>Capitalise on opportunities within school and further afield to celebrate diversity e.g. families from other cultures, people from the local community to enhance curriculum, places of worship.</p>