



The Equality Duty Policy

The Spinney Primary School is committed to meeting the three aims of the general duty of the [Equality Act 2010](#) and recognises that the Act covers all aspects of the school's work and establishes nine strands or 'protected characteristics' related to:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

The Spinney is a welcoming and inclusive school which through its written and unwritten curriculum promotes universal values including respect, equality, tolerance empathy community and harmony. There is a visual representation of this aim as a display in our school entrance.

The Spinney school acknowledges that the Single Equality Act comprises a general duty and specific duties.

The general duty (also known as the public sector equality duty - PSED) requires all schools – including other state-funded educational settings and academies – to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the three aims of the general duty, The Spinney Primary School will meet two sets of specific duties and this was published by 6th April 2012:

- The Spinney School formally publishes their compliance with the duty to have due regard for the three aims of the general duty on their website through this policy.

- The Spinney will publish through available RAISE Online data and make available by request specific and measurable objectives relating to the academic attainment of identified groups of pupils in the school

Definition of 'due regard'

The Spinney Primary School recognise that there are six principles established by case law underlying due regard (sometimes known as 'the Brown principles', after the specific case which generated them) – awareness, timeliness, rigour, non-delegation, continuous, and record-keeping:

1. **Awareness:** all staff should know and understand what the law requires.
2. **Timeliness:** the implications for equalities of new policies and practices should be considered before they are introduced.
3. **Rigour:** there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of the workforce and stakeholders.
4. **Non-delegation:** compliance with the PSED cannot be delegated.
5. **Continuous:** due regard for equalities should be happening all the time.
6. **Record-keeping:** it is good practice to keep documentary records to show that equalities have been considered when decisions are being made.

Implications for Spinney School Leaders

The Spinney school acknowledges the implications of the duty and will ensure that there are the necessary processes, policies and procedures to ensure that it meets its legal duty.

- Having 'due regard' for the 3 aims of the general duty is likely to entail that the Spinney ensures there are processes of consultation and engagement where appropriate with people who are affected by a school's decisions.
- The Spinney also acknowledges its duty to publish information detailing any consultation and engagement and any equality analysis undertaken in complying with the duty.
- The Spinney understands that it is no longer a requirement to develop and publish equality policies & schemes
- There is no requirement to take account of national priorities in formulating school equality objectives
- The Spinney has published statements of overall policy and principles which are available on the school website: The Equalities Policy and The Single Equality Policy, and the school is mindful of national, regional and local priorities

Equality Information and Objectives

Objective 1: OfSTED Outcome - Pupil Achievement

"Almost all pupils, including disabled pupils and those with special educational needs, are making rapid and sustained progress in most subjects over time given their starting points."

The Spinney Primary School is an inclusive school that is extremely proud of the rich cultural, linguistic, religious diversity in its school.

The school is a highly reflective organization and has well embedded systems for continued school self-evaluation and improvement.

In line with national and local objectives the academic progress of specific groups of pupils is tracked carefully to ensure all pupils make good progress, groups include:

- Boys
- Girls
- Pupils with English as an Additional Language
- Pupils in receipt of Free School Meals
- Black, Minority Ethnic pupils
- Gypsy, Roma Traveller
- Pupils with Special Educational Needs
- Gifted and Talented Pupils
- Looked After Children

In addition, the school is committed to ensuring that **all** children achieve their academic, creative, physical, intellectual and social potential and tracks the progress of all pupils as individuals. The school has robust and rigorous tracking processes and delivers a curriculum based on the principle of every child a chance knowing that every child has the right and ability to achieve.

The teaching team, the school's senior leadership team and the school's governing body monitor the progress of groups and of cohorts as a whole to identify trends and set strategic objectives.

The school is an equal opportunity employer.

Objective 2: OfSTED Outcome - Behaviour and Safety

"Instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring."

The school closely monitors all incidences of bullying and abuse and tries to identify trends and patterns so that these can be addressed strategically as necessary through whole school assemblies, direct interventions and in-class teaching in line with its Behaviour Policy which is reviewed annually.

Implication for Spinney School Teachers What does 'due regard' look like in the classroom and in the school?

The Spinney regularly reviews its curriculum provision to ensure that it is broad, balanced and non-stereotypical. In doing so The Spinney tries to ensure that it

- Takes account of and raises awareness of equality and diversity issues in planning and delivery of the curriculum
- Keeps a record of how and why the school has reached a decision or done something in a particular way, e.g. using progress and attainment data to evidence why pupils have been allocated to certain groups
- Continuously revisits planning and classroom practice to ensure they it is still relevant, appropriate and has a positive impact on the pupils and their learning about the wider world view
- Listens to and involves children and families
- Is vigilant and confident to respond appropriately to prejudice-related incidents when they occur

If you require further information about this document or the school's policies and approaches, please do not hesitate to contact the school

Rachel Snape
Headteacher

April 2015

Legal definitions of the 4 types of prohibited conduct

As promised at the SDC meeting, here are the legal definitions of the 4 types of prohibited conduct under the Equality Act 2010, to be included in our Equality Duty Policy.

"Direct discrimination: A person discriminates against another if, because of a protected characteristic, he treats another less favorably than he would treat others.

Indirect discrimination: a person discriminates against another if it applies a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of that person.

Harassment: A person harasses another if he engages in unwanted conduct related to a relevant protected characteristic, and the conduct has the purpose or effect of - violating that person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation: A person victimises another person if he subjects another person to a detriment because the other does a protected act, or the person believes that the other has done, or may do a protected act (a protected act is an act done or brought under the Equality Act such as bringing proceedings)."

Policy reviewed April 2016

Date of next review April 2018