Christ Church C.E. Primary School

EQUALITIES INFORMATION

Christ Church Primary School Denshaw has an obligation under the Equality Act of 2010 as both an employer and a school which carries out a public function and service.

Compliance with the Public Sector Equality Duty is a legal requirement and requires schools to integrate and include consideration of Equality into day to day routines at our school.

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

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.

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

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 School has considered how well we currently achieve these aims with regard to the eight protected equality groups : race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have :

Identified evidence already in the setting of equality within policies and practice and identified gaps.
Examined how our setting engages with the protected groups, identifying where practice could be improved.

Protected characteristics	Aims of the general duty		
	What evidence do we hold that 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?
Race	Implementing RASA NOHIB Analysis of data for every year group Anti-bullying policy Whistle blowing Policy	Clear Race Equality policy & procedures NOHIB analysed annually Religious observance policy Personal approaches where language barriers exist	PSHE curriculum School expectations Assemblies
Disability	Whistle blowing Policy Inclusion Policy DDA	Use of support Care plans Modifications made to include all / meet needs	Social aspects form part of targets Children supported within class PSHE curriculum
Sex	Whistle blowing Policy RASA Equality Policy Analysis of data	Analysis of pupil data Gender representation in a variety of school roles Equal access to sport /activities	Implementation of equal opportunities Policy PSHE curriculum

Gender Reassignment	Whistle blowing Policy RASA N/A	N/A	N /A
Pregnancy and Maternity	Whistle blowing Policy RASA Risk assessments ensure inclusion Flexibility Time off for appointments Governors consider part-time working requests	Risk assessments Equal opportunities for those on maternity leave	Flexibility of approach Keeping in touch days
Age	Whistle blowing Policy RASA Equality Policy	Equal opportunities for all in terms of working practice, professional development, promotion	Adapt activities /events for mixed ages Opportunities offered to all ages (work experience, volunteers) Flexible responses to commitments
Religion and Belief	Whistle blowing Policy RASA Collective Worship Policy Assemblies School ethos and aims RE curriculum	Time off for Religious observance	RE curriculum Assemblies Cultural events

Sexual Orientation	Whistle blowing Policy RASA PSHE curriculum	Equality Policy	

Engagement – How School Engages Protected Groups

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations ?
Race	Leadership commitment. Existing data processes	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs

Disability	Leadership commitment	N/A	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Sex	Leadership commitment Existing data processes	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Gender Reassignment N/A		N/A	N/A
Pregnancy and Maternity	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information

			• Recruiting and employing people fairly and • Meeting specific needs
Age	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Religion and Belief	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Sexual Orientation	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services,

	facilities and information • Recruiting and employing people fairly and • Meeting specific needs

	Objective 1
Issue to address	Race equality, ethnic and cultural diversity are acknowledged through trips to different religious buildings and promoting diversity events
Three aims reference	Eliminate unlawful racial discrimination Promote equality of opportunity Promote good race relations
Desired outcome	Pupils have a greater understanding of different ethnic groups, religions and cultural diversity within Oldham and beyond
Action to be taken	Trips organised Invite individuals to speak to pupils about religion and race
Monitoring frequency	termly
Led and other key staff	S. Callaghan and all staff

	Objective 2
Issue to address	To establish data collection systems to inform/identify protected groups (staff and pupils)
Three aims reference	Eliminate discrimination, harassment and victimisation Promote equality of opportunity between people with disabilities and other people Promote good race relations
Desired outcome	School will have a clear profile of identified groups
Action to be taken	Questionnaires completed
Monitoring frequency	yearly
Led and other key staff	S. Callaghan, school Admin team

	Objective 3
Issue to address	To continue to analyse pupil data to identify under performing groups and in this way reduce and remove inequalities in attainment throughout the school.
Three aims reference	Promote equality of opportunity between people with disabilities and other people
Desired outcome	All pupils making at least good progress
Action to be taken	Termly data analysis identified key under performing groups, monitor groups, set and review targets termly, meetings with parents
Monitoring frequency	termly
Led and other key staff	S. Callaghan and all staff