



Public Sector Equality Duty

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Public Sector Equality Duty

What is the Public Sector Equality Duty?

The school has a legal duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

- Publish information to show compliance

- Publish Equality objectives at least every 4 years which are specific and measurable

Scope

This document is supplementary to the VAT Equality policy. It applies to all employees, potential employees, supply staff, agency staff, volunteers, contracted staff and members of the governing body.

How does Charlton Primary School meet the public sector equality duty?

Charlton Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are valued. We seek to understand and value differences, and to ensure that different people are given equal opportunity to develop, progress and be recognised. We continue to tackle issues of disadvantage and underachievement of different groups. This applies to staff, pupils, governors, parents and visitors.

Although this document and linked equality policy are the key documents for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans and school website. There are also references in the Anti-Bullying policy, Behaviour policy, Admissions, SEND and other policies. The Equality Act also applies through our role as employers, and the ways we comply with this are found in our safer recruitment policy.

We are aware of the need to make reasonable adjustment for people with disabilities, to enhance access and participation to the level of other people and stop people with disabilities being placed at a disadvantage compared to other people.

Complying with the public sector equality duty –policy into practice

The Headteacher (HoS and EHT) and Local Governing Body (through the Chair of Governors) have specific responsibility for the effective implementation of this policy at school level. The CEO and the Vale Academy Board of Directors are responsible at Trust level.

People and Diversity

Charlton Primary School is committed to building a workforce which reflects diversity from the communities it serves and values the contributions from all staff from a wide range of different backgrounds. The school does not tolerate discrimination and harassment and promotes an environment where all staff and pupils are encouraged to fulfil their full potential.

Our aim is to be inclusive irrespective of:

- Age;
- Disability;
- Pregnancy and maternity;
- Sexual orientation;
- Race (including nationality; colour, ethnic or national origin);
- Sex
- Gender reassignment;
- Marital Status including civil partnership;
- Domestic circumstances;
- Carer responsibilities;
- Religion or belief;

Charlton Primary School is an equal opportunities employer and is opposed to all forms of unlawful and unfair discrimination. We are determined to ensure that:

- Everyone working in or coming into contact with Charlton is treated fairly and not discriminated against on any of the above grounds;
- Our employment practices comply fully with current equalities legislation and associated codes of conduct. Decisions on recruitment and selection, promotions, training and any other benefit is made objectively, without unlawful discrimination and based upon objective criteria;
- We will aim for our workforce, including volunteers, to reflect the diverse society which we serve and provide a working environment free from any form of discrimination, harassment, intimidation, bullying or victimisation.
- We will treat people differently where it is appropriate to ensure equality of opportunity and inclusion.

We expect all employees to abide by the policy and school level guidance and help to create an inclusive environment.

In order to implement this policy/duty we shall:

- inform new hires about our policy and culture as part of induction;
- communicate the policy and guidance to all staff through staff briefings;
- raise and discuss the issues covered in the policy on a periodic basis to ensure that all staff remain fully aware of their responsibilities in relation to equality and diversity;
- ensure that we do not consciously or unconsciously discriminate in the selection or recruitment of applicants.

Recruitment & Selection

- All recruitment will be carried out in accordance with the Vale Academy Trust Recruitment and Selection Policy which is aimed at ensuring that the most suitable candidate is appointed fairly to the job.
- All advertisements will state that Charlton values diversity and welcomes applications from people from diverse backgrounds. Selection will be based on objective and job related criteria and the successful candidate will be chosen on their merits and abilities.
- Applicants will be asked to complete a Diversity, Equality and Inclusion form as part of their application. This information will be separated from the application form and will be used for monitoring purposes only and will play no part in the selection process.
- Our recruitment and selection practices comply with all appropriate employment law legislation and will be amended to reflect any subsequent legislative changes.
- HR policies and procedures will be reviewed regularly to improve, amend or adapt current practices to promote equality of opportunities at the Charlton Primary School.

Staff Training and Development

- All employees will have access to development opportunities, promotion and training at Charlton.
- All new employees will be provided with an induction which will include a reference to Vale Academy Trust Equality and Diversity Policy, the Public Sector Equality Duty Statement and specific agreed guidance that is in place for Charlton Primary School.

Inclusion and values

We believe that an inclusive culture and working environment is based on shared values that are visible in our policies and procedures, our practices and behaviours, and our educational provision. The Values of the Trust are Respect, Ambition, Collaboration, Integrity and Kindness. The School's values are to be happy, to be kind and to be responsible.

We expect all employees to abide by these values and help to create an inclusive working environment.

Monitoring & Review

- At trust and school level we will analyse the profile of the workforce, job applicants and appointments to assist the effectiveness of the policy.
- Any breaches of the policy/guidance should be reported in the first instance to the Head of School, Executive Headteacher and CEO, who will carry out a full investigation or delegate this to another designated member of staff.

We will collect and use equality information to help us to:

- Identify key issues - understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether we are potentially discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Equality objectives – 2021/22

1. Talking Inclusion, Diversity and Equality

We will conduct a conversation with our school leaders and staff about Inclusion, Diversity and Equality at Charlton School. This will include a refresher about the equality duty, Trust and school values, the data for staff and pupils including protected characteristics and achievement/progress, (how discrimination works), and the benefits of an inclusive and diverse environment.

The conversation will include a review of the existing good practices and initiatives at Charlton and how they contribute to inclusion. We will document how inclusion, diversity and equality are already reflected in Teaching and Learning.

The outcomes will be a raised awareness of the contribution each person can make to inclusion, and suggestions and recommendations to enhance inclusion, diversity and equality for staff, pupils and parents.

Intended actions and impact

Actions

- Ensure the appointment of all staff is in line with EDI ethos and approach.
- To continually consider how well the school ensures equality of opportunity for all its pupils
- To ensure all new and existing policies and procedures take account of our commitment to achieving equality, diversity and Inclusion.
- To further the knowledge, understanding and culture in relation to EDI.
- Review staff induction and values through a EDI lens.

Impact

- Staff recommend the Charlton as a place to work and as an inclusive place of work
- Parents recommend Charlton an inclusive school
- Leadership team routinely demonstrate their commitment to equality
- The LGB identify equality related impacts and risks and discuss with the senior leadership team how they will be mitigated and managed.
- An established culture of valuing diversity

2. Teaching and Learning

- Educate all about discrimination and prejudice and promote a harmonious/kind/understanding culture and climate.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences.

Intended actions and impact

- Children and staff have a good understanding of equality, diversity and racism.
- Greater understanding and respect of differences.
- Issues are covered through lessons, assemblies and staff CPD.
- The school vision and values promote respect and understanding for the differences within society, the local community and within school.
- Extend pupils' understanding of the range of peoples, cultures and religions.
- Curriculum overview and RE scheme of work to be monitored to ensure coverage.
- Review diversity with the curriculum including assemblies, trips, experiences and visitors
- Children demonstrate a good understanding of different religions and cultures through work in books, assemblies and discussions/pupil voice.
- Children's understanding of objectives linking to PSHE, SMSC, British values and positive mental health strategies is improved and strengthened.
- Racist/discrimination incidents are low/nil.

3. Addressing educational disadvantage

We will review how children who are making less than expected progress may be affected by characteristics or socio-economic disadvantage, and whether the policies and practices designed to support their educational needs are effective. This will include a review of whether and how those characteristics and socio-economic disadvantages impair their learning.

The review will provide periodic reports for discussion with the Local Governing Body throughout the academic year.

In Relation to Achievement

- Strive for all pupils regardless of characteristics or circumstance to make exceptional progress in all aspects of their learning and to achieve the highest possible standards.

Intended actions and impact

- Pupils on the school's SEND register and children identified as vulnerable or disadvantaged are supported and make good progress/achieving well from starting points.

- Gap narrowed as whole school cohort and within specific year groups and subjects (as identified through data analysis/capture).
- To support all children that have been impacted by COVID-19
- Gaps narrowed in specific subjects (as identified through data analysis)
- Provide a range of educational opportunities for parents to develop their own skills to support their children.
- Parents report that they are well supported in helping their children to access the curriculum at home.

Data reporting

- We will review the equality information that we collect and enhance the annual report. We will also report on trends covering more than one year. We will summarise the key issues indicated by the data for review in the following year. The new format will be discussed with the Local Governing Body.

End