



Cranford Primary School Public Sector Equality Duty Statement and Equality Objectives

What is the Public Sector Equality Duty?

The Equality Duty ensures that public bodies, including schools, consider the needs of all individuals when shaping policies and delivering services. It covers the following “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and aims to make society fairer by tackling discrimination and providing equality of opportunity for all.

As a school we must have regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any 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.

The Equality Duty has two parts – the general duty and the specific duties.

The general duty requires us to consider how our policies, practices and day-to-day activities impact on students and staff. We must have due regard to the need to:

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

The specific duties require us to:

- publish information (Equality Analysis) to show how we are complying with the Equality Duty. This will be updated annually; and
- prepare and publish Equality Objectives. We will publish objectives at least once every four years.

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 you are 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 and 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.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

What does Cranford Primary School do to comply with the Equality Duty?

This document describes how the Governing Body of Cranford Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty. Our Vision and Values statement aims to set high standards and expectations which will help all members of the school community achieve the best in everything they do. To fulfil this we:

- Provide a broad, balanced and challenging curriculum to enable all pupils to work to the best of their ability

- Maintain a safe, open and friendly environment within which pupils are encouraged to develop a love of learning and to become confident, independent and lifelong learners
- Celebrate and value the diversity of our pupils' cultural, religious and language background
- Provide equal opportunities for all our children and encourage them to be proud of their own culture, religion and language and to show respect for those of others
- Work together in a positive partnership with parents and governors and to contribute to the quality and development of our local community.

Children are taught about values such as rights, respect, tolerance and valuing diversity in assemblies, Personal Social Health Education lessons, emotional and social support groups and through day to day interactions with their peers and staff.

We are also very proud to be working with UNICEF to educate pupils about their rights. We have achieved the first step in our RRSA (Rights Respecting Schools Award) journey and obtained ROC (Recognition of Commitment).

There are a range of policies that underpin this work including:

- Behaviour Policy
- Special Educations Needs and Disability Policy
- Equality Policy
- Accessibility Plan

Equality Objectives

The Equality Objectives will be part of the School Development Plan.

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners (FSM) to achieve national average levels in Reading, Writing and Maths. Children eligible for pupil premium should be making progress in line with those not eligible for pupil premium.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. The pastoral team have a range of ways to ensure that pupils and parents are supported across different aspects of school life.

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