

Equalities Information 2022-23



	Name	Date
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De Bohun Primary School and Children's Centre

Equalities Information

Date of Publication July 2021

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

- 1. 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.
- 2. 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.
- 3. 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, maternity and paternity/religion and belief and sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of within policies and practice and identified gaps.
- Examined how our school 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	Equality policy Data on admission Termly reports on racial incidents to Governing Body Low number of reported racial incidents Ofsted reports AHTs tracking all incidents Recruitment process	Celebration of Differences-through the Curriculum Assemblies School policies New to English support Translation of letters to parents Enhancing outcome meetings Review of practices	Celebration of Differences-through the Curriculum Assemblies Good parental links supported by Wellbeing Lead, SLT and SENCo School policies Job descriptions for staff Translation of letters to parents School ethos/values Displays promoting diversity
Disability	School policies Inclusive practices Feedback from parental questionnaires. Reports to Governing Body Assessment data Adaptations to the building Auxiliary equipment Pupils from ARP successfully access mainstream classes when possible Recruitment process Risk Assessments	School policies Raising attainment Tracking Progress Continued support for ARP children accessing mainstream classes Enhancing outcome meetings Review of practices	Good parental links Assemblies Annual review meetings School ethos/values School displays promote diversity liaison between mainstream and ARP parents Reasonable adjustments to support Well Being Lead Support
Gender	Admissions process Recruitment process Tracking data	Recruitment process School policies Raising attainment Tracking progress Enhancing outcome meetings Review of practices	Good parental links Assemblies School ethos/values Well Being Lead Support
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality Policy	Celebration of Differences-through the curriculum School policies School ethos/values Review of practices Enhancing outcome meetings	Good parental links Admissions process School ethos/values Well Being Lead Support
Pregnancy, Maternity and Paternity	Reasonable adjustments in place to support Risk assessment Recruitment process Maternity/Paternity Leave Provision Policy	Paternity leave Maternity Leave Keep in Touch Days (KIT)	Reasonable adjustments to be supported at work School ethos/values
Age	Recruitment process	Recruitment process	Recruitment process School ethos/values

Religion and Belief	Admissions procedures Employment documents	Celebration of Differences- through the curriculum Assemblies	Celebration of Differences- through the Curriculum Assemblies Good parental links School ethos/values School displays promote diversity Wellbeing lead support
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of Differences- through the curriculum Review of practice	Good parental links Admissions process School ethos/values Wellbeing Lead support

To ensure provision for disabled pupils is in place. Ensure as reasonably possible that a disabled pupil can benefit from education to the same extent that a pupil without disability can:

- Ensure all auxiliary aids and services as reasonable adjustments where they are not part of an EHCP are in place
- To provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage
- Keep a written record of provision in place to support disabled pupils
- Ensure all disabled pupils where reasonably possible are included in all extended school provision
- Ensure risk assessment when necessary are in place
- Consider adjustments needed for all pupils to take part in educational visits
- Ensure accessibility to the building is reviewed regularly
- Aids to support access to the first floor
- Provision supports needs outlined in Education and Health Care Plans

Educational visits and extended school journey are an important part of the school's provision. A pupil may not be able to take part in a visit for the following reasons

- There are risks that the school feels cannot be managed offsite- these will be identified in the risk assessment
- If a parent/carer requests that their child is not to take part in a visit

To ensure, where reasonably possible, that all pupils take part in extended school experience through school journeys, after school clubs and educational visits, the school will

- Invite parents/carers or a responsible member of the family, to accompany the visit or be part of the after school club
- Parents accompanying pupils on an educational visit will be given priority place for any siblings at the after school club.
- If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site
- The school must provide appropriate equipment for pupils to be able to take part in after school activities e.g. larger racket/balls- visually impaired resources

Eliminating discrimination and other conduct prohibited by the Act

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the Equality Act
- Ensure our school curriculum promotes tolerance of all

To raise the achievement of pupil premium pupils

- Track progress and PP across the school
- Use enhancing outcomes meetings to discuss PP pupils' progress and next steps
- Provided targeted support where necessary
- Provide accelerated progress with the support of additional teaching staff

To support the integration of ARP pupils further into mainstream classes

- To integrate into mainstream class allowing the pupils to access with support unless able to attend independently
- To support transition within school visits and events and new schools
- To allow opportunity to form friendships outside the ARP
- To support parents/carers of pupils in the ARP to participate in extended provision

