



**Report on Compliance with Public Sector Equality
Duty**

St. Mary's C of E Primary School, Edwinstowe has two main standards, which are followed and worked to, to ensure compliance with our statutory duties:

- Accessibility Plan
- Equality Objectives
- Equality Policy

However, when revising or formulating any school policies we pay due regard to equality consideration and implications.

Furthermore, when organising school trips, residential and activities within school, staff use risk assessments to help determine whether any specific considerations should be made to involve all groups. It is essential that the destinations of trips are considered under the duty.

The school is happy to discuss with parents and carers how we make reasonable adjustments for pupils – whether these are physical changes or curriculum adjustments. Due to the low number of children impacted, it is often difficult to provide specific numbers and examples, as this would make identification of these children possible.

Adjustments have included purchase of specific equipment.

There are three main areas of the duty and we will consider each of these in turn:

1. Eliminating discrimination and other conduct that is prohibited by the Act

- Whole School Equality & Diversity Training – provided by Notts County Council Equality & Diversity Team
- The School monitors equality issues through reporting to the Governing Body
- The school uses a number of other policies to ensure we comply with the non-discrimination provisions of the Act:
 - Safeguarding Policy
 - Peer on Peer Abuse Policy
 - Anti-Bullying Policy
 - Prejudice Related Bullying Policy
 - Recruitment Selection and Appointment Policy
 - Staff Code of Conduct
 - Parental Code of Conduct
 - Religious Education Policy

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

- Transition arrangements – either into this school or onto next school, consideration is given to each individual pupil to see whether any additional arrangements or support is required.
- EAL students make up 2.4% of total pupils. Class teachers plan accordingly and differentiate activities as required to ensure involvement and understanding.
- Governors review attainment data of children with different characteristics – such as boys writing, SEN progress or EAL students' progress. This is review in Link Governor meetings and via the Head Teachers reporting to Governors at committee.

- Involving differing agencies in reviewing accessibility of pupils with a special need eg. Physical Disability Support Service, School Behaviour and Attendance Partnership, Special Education Needs Team

3. Fostering good relations across characteristics

- Opportunities to discuss many subjects in a safe environment through PSHE in classes eg: bullying, friendship and to teach tolerance, friendship and shared understanding
- RE lessons cover different faiths and beliefs and we follow the Diocesan Agreed RE Syllabus in our lessons
- Whole school assemblies are used to invite members of the local community

Engagement

When formulating our school policies, we consult a wide range of partners to inform our approach. These have included parents, children, staff and Governors.

Progress Against Our Equality Objectives / Equality Scheme

These will be reviewed at the end of the Spring Term and reported to Governors in the Summer Term and the report amended