

Crest Infant & Nursery School



Public Sector Equality Duty Statement

Person Responsible: Mrs J Shields
Date of this review: Autumn 2020
Date of next review: Autumn 2021

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As we have fewer than 150 employees, our employee data will still be included in Medway's published data and therefore is collated centrally.

The data will be collated from the Medway payroll system.

We encourage our employees to update their data on a regular basis.

We, at Crest Infant & Nursery School, will have due regard to the aims of the Public Sector Equality Duty 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 people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

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

(1) 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.

(2) Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Information will feed directly into the School Improvement Plan.

(3) 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.

Equality Actions for the School for 2020 – 2021 (As required under the Equality Act, from 6th April 2012) Data is taken from 2019 as due to COVID-19, the school holds no final data set for the academic year 2019/20.

Crest Infant School's Equality Objectives for the period of this statement are:

To ensure the performance of all vulnerable groups in the school is closely monitored and in particular:

- Ensure we continue to close the attainment gap for those pupils who are disadvantaged.
- Ensure disadvantaged pupils who have the potential to be working at the greater depth standard reach this.
- Ensure our disadvantaged pupils make progress in line with or better than those who are not deemed disadvantaged.
- To ensure that the performance gap between boys and girls is monitored and any actions taken to minimise and close any gaps if they occur.
EYFS: in 2019 the gender gap for those achieving GLD was the highest the school has had in recent years (based on analysis of end of EYFS results 2019).
KS1: This is most prevalent in Maths, where more boys reach the higher standard than girls and in Writing, where more girls meet the expected and higher standards than boys (based on analysis of 2019 end of Key Stage 1 results).
- Ensure that the performance of children with SEND (Special Educational needs or Disability) is monitored and any actions taken to minimise and close any gaps if they occur. This is particularly prevalent in Writing at the end of Key Stage 1.
- Ensure that the performance of children from all ethnic groups is monitored and any actions taken to minimise and close any gaps if they occur.
- To ensure the gap in attendance is closed for all groups – in particular for SEND and Pupil Premium children.
- To ensure no pupil group is penalised by poor attendance.

The attainment and progress of all children is evaluated each term, with data analysis carried out three times in an academic year. As part of this monitoring, the progress and attainment of vulnerable groups is analysed. Where necessary intervention programmes will be implemented so that we can close the gaps and minimise barriers to learning.

All of the above actions are included in the current School Improvement Plan as well as in the Single Equality Scheme & Action Plan (Appendix A has the Action Plan)

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. We will gather information, in liaison with Medway Council, about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Monitoring & Review

This statement will be reviewed in line with our Equal Opportunities Policy, our Accessibility Action Plan and our monitoring of our School Improvement Plan.

This policy will be reviewed annually in light of local knowledge about the school and data trends. Updates will be given to Governors, in line with any new information and guidance that becomes available.

J Shields: July 2020

Appendix A

A cross identifies which statutory duty the planned action is meeting R=Race, D=Disability, G=gender, SI=sexual identity, A=age, R/B=religion/belief, CC=community cohesion							Outcome	Actions	Time-scale	Person responsible	Success Criteria	Monitoring
R	D	G	SI	A	R/B	CC						
X	X	X	X	X	X	X	Ensure the schools policies do not negatively impact on different community groups	Undertake a rolling programme of impact assessment as new policies are produced.	On-going	Head/ Governors	Policies have been reviewed against assessment of risk.	HT report to GB
X	X	X					Monitor and analyse pupil achievement in terms of gender, ethnicity, SEND ensuring gaps are closing	Act on any trends or patterns in the data to ensure support for pupils.	termly	Head SLT Teachers	The gaps are closing for all groups	Pupil Progress minutes HT report to GB
X	X	X					Based on 2019 end of KS1 data, ensure gender gaps in writing and in maths are addressed so that gaps close.	Identify baseline (entry to year group trends) and monitor across the year.	Termly	Head SLT Teachers	Gaps are narrowing	Pupil Progress minutes HT report to GB
X	X	X	X	X	X	X	To ensure that a diverse range of pupils are making a positive contribution to the school	Pupils to have equality of access to groups e.g. School Council	Aut' 20 Then on-going	Staff	Representation on different groups reflects the diversity of the school population	Governors during visits
	X					X	Ensure our school building removes all barriers to access for disabled users	Review and monitor the Accessibility Plan 2018-21.	On-going	Governors	The building meets the needs of all disabled users	Governors minutes
X	X	X	X	X	X	X	Participation in school and extra-curricular activities reflects the diversity of the school population	Offer opportunities to all pupils	Aut '20 then on-going	All staff	Attendance monitoring of the activities indicates a diverse range of pupils are taking up the opportunity	HT report to GB
X	X	X	X	X	X	X	Ensure diversity is promoted throughout the school, increasing pupil awareness of different communities	Displays in classrooms and corridors to reflect diversity	On-going	All staff	Learning walks can evidence the diverse nature of displays	Governors during visits
X	X	X	X	X	X	X	Ensure the school has a range of books and resources reflecting all aspects of the community	Audit of library books and resources Replenish books as necessary and identify gaps in resourcing	On-going	Literacy Leader EAL Leader SENCO	Our resources positively reflect a diverse community	Governors during visits
X	X	X	X	X	X	X	To ensure all staff are aware of the systems for reporting or bullying (including homophobic and on grounds of disability) incidents	Review procedures with all staff	Aut' 20 Then on-going	Head teacher	Procedures are followed and incidents reported appropriately	HT report to GB
X	X	X	X	X	X	X	To ensure the school's procedures for dealing with bullying/harassment are clear and understood by all stakeholders	Review our Anti-Bullying Policy and share with all stakeholders.	Aut'20 then ongoing	Head/ Governors	Policy has been agreed and understood by all	HT report to GB
X	X	X	X	X	X	X	To ensure the attendance of all groups of pupils at least in line with the national average for that group and minimise any gaps within the school	Formulate an Attendance Action Plan Review the Attendance Policy and share with	Aut'20 then ongoing	Head/ Governors	Improvement in overall attendance figures and minimal gaps between groups within the school.	Governors during visits /RH as governor for

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