



CONWAY PRIMARY SCHOOL

Equality & Diversity Policy

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CONWAY PRIMARY SCHOOL

EQUALITY AND DIVERSITY POLICY

OVERVIEW

Conway Primary School is committed to actively tackling all forms of discrimination to ensure we are able to promote equality and diversity in all areas of school life. Equality of opportunity is central to the work of the school in order to ensure the highest possible standards of achievement and our desire to create a truly inclusive environment. We place a high value on the diversity both within the school and the wider community. We aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. The ethos of the school supports the development of self-respect and the self-esteem of everyone within it. All staff are committed to providing a friendly, supportive and caring learning culture in which all children are encouraged to achieve their best. Any form of behaviour by children, parents/carers, staff or others that takes away the self-esteem of another is unacceptable. We are opposed to all forms of prejudice, discrimination and stereotyping and acknowledge the negative impact this can have on the individual and those around them. We are committed to working with children, parents/carers and the wider community to promote equality and diversity. By regularly monitoring our policies and procedures, in all areas of school life, we aim to ensure against all forms of discrimination.

PURPOSE

- To support the aims and values of the school
- To create an ethos that is welcoming to all
- To ensure that everyone entering the school feels safe and free from discrimination
- To celebrate the diversity within the school and the wider community
- To oppose all forms of discrimination including racism and intolerance towards religious groups, communities and other groups including travellers, refugees and asylum seekers
- To ensure that all children have equal access to the full range of educational opportunities provided by the school
- To support all children and overcome potential barriers to learning

- To provide a curriculum that is relevant to the needs of the school community within the national curriculum framework
- To prepare all children to fully participate in a multi-ethnic and culturally diverse society
- To ensure that all “reasonable steps”¹ are taken to ensure people with disabilities especially children are not placed at a substantive disadvantage when compared with others
- To ensure everyone within the school receives fair and equal treatment
- To ensure procedures for staff employment, recruitment, promotion and development are fair, consistent and address individual needs
- To monitor the school policies and procedures to ensure they are free from direct or indirect discrimination
- To ensure compliance with the relevant legislation including the Race Relations Act (RRA), the Disability Discrimination Act (DDA) and the Equality Act 2006

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1. THE SCHOOL CONTEXT

Conway Primary School is larger than the average-sized primary school.

- Well over three-quarters of the pupils are from minority ethnic groups and are predominantly of Asian or Black African heritage. Around 8% of pupils are White British. There are a growing number of pupils of Gypsy/Roma heritage.

- In total, pupils speak 42 different home languages. Around two thirds of pupils do not speak English as their first language when they join the school.
- The proportion of disabled pupils and those with special educational needs supported by school action is well below average. The proportion supported with an Educational Health care Plan numbers 8 at present.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in the care of a local authority and those from forces families) is well above the national average.
- There are, currently, no pupils from forces families on roll.
- The school meets the government's current standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a daily breakfast club and after school club, which is managed by the governing body, and which was reviewed as part of this inspection.

The school faces a number of potential barriers to fully accommodating children and staff with enhanced disabilities, most notably the design of the building. We work with the Local Authority through the school Accessibility Plan to identify where improvements can be made.

2. THE SCHOOL'S AIMS AND VALUES

- To promote each child's full academic, personal and social development
- To create a happy, stimulating environment which reflects the cultural diversity within society and where children feel valued and learn respect for themselves and others
- To provide a broad and balanced curriculum relevant to the needs of all the children in the school
- To help each child develop a lively and inquiring mind and an appropriate degree of independence in their work and judgement
- To foster motivation and the ability to concentrate and persevere
- To help each child develop their ability to identify and solve problems independently and to apply their knowledge and skills
- To help each child learn to make decisions within an accepted moral code and to develop the ability to work in co-operation with others
- To encourage the understanding and tolerance of other cultures, ways of life and to develop an awareness of our responsibilities as citizens of the world

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The governing body maintains an overview of policy implementation and has as a regular item at its meetings to ensure that the policy is followed. All school policies reflect our commitment to equal opportunities including race equality. The governing body and school management have a proactive approach to valuing and respecting diversity. Staff contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors, and where appropriate, encourages parents and carers to contribute to the development of the school.

Teaching and curriculum development is monitored to maintain our high expectations of all children and to ensure an appropriate breadth of content. Additional grants and resources (such as those provided for minority ethnic, Free school meals and Traveller children) are targeted and monitored to ensure they meet the needs of the children concerned. The specific responsibilities of the governing body, Headteacher, staff and others are clearly identified and listed in Annex A.

4. POLICY PLANNING AND REVIEW

Equality including race equality impact questions are built into policy and development processes. Targets are set and included in strategic planning documents such as the School Improvement Plan. Data on gender, ethnicity and disability is gathered to monitor the attainment and progress of children compared with others in the school with targets being set to remove any identified gaps.

Attainment and progress data on admissions, attendance, exclusions, sanctions and rewards is used to inform strategic and management planning and decision-making. Staff recruitment, promotion and development are also monitored to ensure they support the objectives of the Equality and Diversity Policy. Outcomes of monitoring and assessment are made available to the governing body and its relevant committees in order that they are able to discharge their monitoring responsibilities. While the Equality and Diversity Policy is constantly monitored the governing body's Curriculum and Finance and Personnel Committees perform a formal annual review. Members of the school community and the LA are also kept informed of the assessments ensuring that no individual child can be identified.

Legal Framework

In putting together this Single Equality Scheme in the form of our Equality and Diversity a Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable Conway Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not

- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Making inclusion a thread that runs through all of the activities of Conway Primary School

5. TRAINING AND DEVELOPMENT

The school is committed to giving all our staff and governors the necessary training and development to ensure they are able to carry out their roles. This is detailed in the school policy, it includes the delivery of events by external providers and through INSET. All new members of staff and governors are made aware of our Equality and Diversity Policy including race equality and the requirements placed on them by the relevant legislation – RRA and DDA. Our position on discrimination is also included in all job descriptions and the Governor’s Code of Conduct. Training provision is reviewed and evaluated by the governing body’s Finance & Personnel Committee as part of the annual Performance Management review.

6. ADMISSION AND ATTENDANCE

The admissions for all schools in the borough are completed by Greenwich Council. Applications are made and then school places are awarded on the following priority criteria:

1. Children with an Educational Health Care Plan where the school is named
2. Looked after children and previously looked after children who have been adopted or become subject to a residence Guardianship order.
3. Children with a sibling living at the same address already attending at the time of the child’s admission.
4. Children with an acute medical or social need for a particular school.
5. Other children based on home to school distance.

Once we are informed of the children that are allocated places, an enrolment appointment is made at school. A New starters Parents liaison booklet is sent to the class teacher to inform them of the new arrival. We introduce them to the class and appoint a ‘buddy’. We make sure that all children are welcomed as a member of our school community, regardless of their background.

A follow up check is also then made by our admin and safeguarding team on numerous occasions during the first few weeks to make sure that the child is settling well, has no problems, issues or experienced any bullying.

The school ensures that families are aware of their rights and responsibilities in relation to child attendance. This is achieved through the initial briefing given to parents/carers on admission and is included in the school's prospectus. Ensuring children attend school on a regular basis is key to their progress and the school takes its role in encouraging this seriously. It gives all families the necessary support and advice when they are dealing with, what at times can be difficult situations. This includes ensuring that an appropriate person, who is aware of community issues, follows up any absence. There are well-established strategies to reintegrate children who have a poor attendance record or who have been excluded to ensure that their needs are addressed. The religious beliefs and practices of pupils, parents/carers and staff are valued and respected.

7. ATTAINMENT, PROGRESS AND ASSESSMENT

Staff have high expectations of all children at the school and they continually challenge them to reach higher standards and ensure that all forms of achievement are recognised and valued. Comprehensive monitoring and analysing of performance by gender, ethnicity, disability and background enables the identification of underachievement by an individual child or within any group of children. Action is taken to address these trends through subject development, revised target setting and consolation with those involved including the child and their parents/carers.

All children have the opportunity to achieve their highest standards. Assessment is used appropriately to monitor success and is conducted in a non-discriminatory manner. Self-assessment is encouraged to allow children the opportunity to take responsibility for their own learning through regular reflection and feedback sessions with staff. Progress and success is monitored using a range of methods and strategies.

8. SCHOOL ETHOS: EQUALITY AND DIVERSITY

The school opposes all forms of discrimination and publicly supports diversity and promotes good personal and community relations. Diversity is recognised as having a positive role and influence within the school. The school fosters a positive atmosphere of mutual respect and trust among all its children, staff, governors and visitors. This is highlighted in:

- Our aims and values
- The School Prospectus
- The School Improvement Plan

- School assemblies and other whole school events
- Classroom activities and discussions
- The Staff Handbook
- Our relationship with the wider community

The school takes all forms of discrimination, bullying and harassment seriously and there are clear procedures in place to ensure they are dealt with promptly, firmly and consistently in line with the LA's policies and guidance. All staff are trained in how to deal with incidents and are expected to intervene in a positive manner when faced by any form of discrimination. Details of all racist incidents are returned on a termly basis to the LA.

9. BEHAVIOUR, DISCIPLINE AND EXCLUSION

The school's procedures for disciplining children and managing their behaviour are fair and applied equally to all in line with the Pupil Behaviour Policy. It is recognised that cultural background may affect behaviour and this is taken into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of reward and sanction.

Exclusion is always used in the case of last resort and is monitored along with attendance in order to identify trends and reduce gaps between different groups of children. The school has strategies for integrating children with poor attendance records and those who have been excluded, which ensure their individual needs are addressed. All children, staff and parents/carers are made aware of the procedures for dealing with harassment. They know that any language or behaviour which is discriminatory or that is potentially damaging to any minority group is always unacceptable.

10. PERSONAL DEVELOPMENT AND PASTORAL CARE

The pastoral support system within the school takes account of religious and cultural concerns. It is also designed to take into account the experiences of particular groups within the school, for example, refugees, asylum seekers and Traveller children. Support is provided to all children in the early stages of the acquisition of English and encourages them, when appropriate, to use their home and community languages. All children's needs and concerns are dealt with sensitively and free from assumed stereotypes. Parents/carers are involved in the agreed outcomes as are, where appropriate, outside agencies such as Victim Support and the Police.

11. TEACHING AND LEARNING

Staff ensure that all classrooms are an inclusive environment in which children feel that all contributions are valued and where teaching is responsive to children's differing learning styles. Where groups or individuals feel marginalised staff take positive steps to include them. Teaching groups are planned and varied. They are continually reviewed and analysed for their diversity. The teaching encourages all children to question and discuss their learning and includes collaborative learning so that they appreciate the benefits of working together. Teachers support the children to become independent learners who can take responsibility for their own learning. Staff challenge stereotypes and foster children's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality. Resources and displays reflect the experience and backgrounds of the children, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

12. THE CURRICULUM

The school ensures that every child has full access to all areas of the curriculum free from discrimination and that all cultural restrictions such as meals, uniform and physical education are handled with sensitivity. The school monitors and evaluates its effectiveness in providing an appropriate curriculum and ensures that curriculum planning takes account of the needs, ethnicity and backgrounds of the children. The planning process incorporates the principles of equality and contributes to the spiritual, moral, social and cultural development of all children. It encourages children to explore racism, sexism and other forms of discrimination and to challenge prejudice and stereotyping. It builds on the children's starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Children learning English as an additional language
- Children from minority ethnic groups
- Children with disabilities
- Children who are gifted and talented
- Children with special educational needs
- Children who are looked after by the Local Authority
- Children who are at risk of disaffection and exclusion
- Children who are known as Pupil Premium Free school Meals

Extra curricular activities and special events such as productions and after school clubs cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

13. STAFF EMPLOYMENT, RECRUITMENT, PROMOTION AND DEVELOPMENT

All staff are employed by the school under the Local Authority's standard contract of employment. They are treated with equality regardless of gender, ethnicity, background, disability, religious beliefs, role within the school or contractual arrangements. Whenever possible requests by existing or prospective staff for flexible working arrangements are considered favourably but are balanced against the needs of the school. School planning takes into consideration staff who have flexible working arrangements including those working part-time or job sharing, for example when arranging meetings and INSET.

Recruitment and selection procedures are fair, equal, in line with statutory duties and the Local Authority's guidelines. Whenever possible steps are taken to encourage candidates from under-represented groups to apply for advertised posts. Everyone within the school's community is informed of its Equality and Diversity Policy and it is included in the induction programme of all new staff and governors. The skills and experiences of all staff, including support and part-time staff, are recognised and valued. All staff are given the status and support to share their knowledge with others. Staff have regular access to professional development in support of the Equality and Diversity Policy. The school's commitment to valuing diversity and excluding discrimination from within the school is included in The Staff Handbook. All staff and visitors are viewed as role models and are expected to support the school's aims and values. All job descriptions, job applications and staff are routinely monitored by grade, gender, ethnicity and disability to ensure that the school is able to reflect the local and wider community. This data is provided to the LA on request.

Promotion within the school is open and based on ability. In addition a post job description, candidates are interviewed by a panel, and whenever possible, have the opportunity to perform appropriate assessment exercises.

All staff, including those in support roles and those with flexible working arrangements, have equal access to training and development opportunities as defined in the Staff Development Policy. These opportunities are solely requirement based and are assessed against defined school priorities and individual needs. Take up of training and development is regularly monitored to ensure that the needs of all staff and areas of the school are appropriately addressed. Action is taken to increase participation in training and development within any underrepresented groups or individuals.

14. PARTNERSHIP WITH PARENTS/CARERS AND THE WIDER COMMUNITY

All parents/carers are encouraged to participate at all levels in the life of the school. Progress reports to parents/carers are accessible and appropriate, in order to ensure that all have the opportunity to participate in dialogue. Information material is easily accessible in user-friendly language and is available, whenever possible, in languages and formats other than English including the use of interpreters.

The school works in partnership with parents/carers and the wider community to address specific areas of interest and incidents with a view to developing a positive image and approach to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school ensures that its premises and facilities are equally available for use by all groups within the community including taking “reasonable steps”² to ensure access to those with disabilities. The school encourages organisations and individual members of the wider community to contribute in the life of the school, for example visits to places of interest and participation in assemblies.

15. BREACHES OF THE POLICY

The school treats all breaches of the policy seriously and will investigate the circumstances thoroughly. All incidents of discrimination are dealt with in a firm, consistent and sensitive manner and when necessary will be recorded by the Headteacher or delegated member of staff. Sanctions for a breach of the policy are dealt with in line with the Local Authority’s own equal opportunities procedures. The severity of any incident dictates the course of action taken by the school. All breaches of the policy are monitored and included for discussion at governing body meetings and shared with the Local Authority.

16. MONITORING AND REVIEW OF THE POLICY

All members of staff and the governing body are responsible for implementing the policy. The Curriculum and Finance & Personnel Committees are responsible for reviewing it on an annual basis. In addition the senior leadership team and Governors evaluate its effectiveness on a regular basis.

Date of the policy: September 2002

Date of the policy reviews: June 2023

EQUAL OPPORTUNITIES RESPONSIBILITIES

The Governing Body

The governing body are responsible for:

- ❖ Ensuring that the school implements the policy and its procedures are followed
- ❖ Ensuring that the policy complies with appropriate legislation including the Race Relations and Special Educational Needs and Disability Acts
- ❖ Reviewing the policy on an annual basis

The Headteacher

The Headteacher is responsible for:

- ❖ Making sure that the policy is readily available to staff, parents/carers and other interested parties
- ❖ The day-to-day management of the policy to ensure it encompasses all areas of school life
- ❖ Ensuring that all incidents of discrimination are treated seriously, that any action taken supports the policy and that the details of incidents are recorded
- ❖ Monitoring the policy and making data regularly available to staff, governors and the LA
- ❖ Arranging training for staff and governors

All Staff

All staff are responsible for:

- ❖ Recognising the presence of discrimination, stereotyping and prejudice, dealing with incidents using appropriate school processes
- ❖ Promoting equal opportunities and access to learning within the school by ensuring equality is addressed in classroom organisation, selection of groups, teaching and learning styles, selection of resources and curriculum planning

- ❖ Keeping up to date with the law on discrimination and taking up training and learning opportunities to support their knowledge.

Annex B

Conway Primary School

Disability Equality Scheme

Please see separate document – ‘Conway Primary Accessibility Plan’

1. Overview

Conway Primary School is committed to actively tackling all forms of discrimination including disability to ensure we are able to promote equal opportunities in all areas of school life. Equality of opportunity is central to the work of the school in order to ensure the highest possible standards of achievement and our desire to create a truly inclusive environment. We place a high value on the diversity both within the school and the wider community. We aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, and social circumstances. The ethos of the school supports the development of self-respect and the self-esteem of everyone within it. All staff are committed to providing a friendly, supportive and caring learning culture in which all children are encouraged to achieve their best. Any form of behaviour by children, parents/carers, staff or others that takes away the self-esteem of another is unacceptable. We are opposed to all forms of prejudice, discrimination and stereotyping and acknowledge the negative impact this can have on the individual and those around them. We are committed to working with children, parents/carers and the wider community to promote equal opportunities. By regularly monitoring our policies and procedures, in all areas of school life, we aim to ensure against all forms of discrimination.

2. Information about School

Conway Primary School is larger than the average-sized primary school.

- Well over three-quarters of the pupils are from minority ethnic groups and are predominantly of Asian or Black African heritage. Around 10% of pupils are White British. There are a very small number of pupils of Gypsy/Roma heritage.
- In total, pupils speak 42 different home languages. Around two thirds of pupils do not speak English as their first language when they join the school.
- The proportion of disabled pupils and those with special educational needs supported by school needs is well below average. The proportion supported with a statement of special educational needs is well above average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in the care of a local authority and those from forces families) is well above the national average.
- There are, currently, no pupils from forces families on roll.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school experienced significant changes in its leadership structures and in staffing following the previous inspection. The current headteacher has been in post since November 2011.
- The school offers a daily breakfast club, which is managed by the governing body, and which was reviewed as part of this inspection.

The school faces a number of potential barriers to fully accommodating children and staff with enhanced disabilities, most notably the design of the building. We work with the Local Authority through the school Accessibility Plan to identify where improvements can be made.

3. Introduction

This Disability Equality Scheme & Accessibility plan form part of the School's Equality and Diversity Policy for all pupils and staff. Conway School welcomes its duties under the Disability Discrimination Act (DDA) 2005. The school is committed to:

- promoting equality of opportunity between disabled persons and other persons
- eliminating discrimination that is unlawful under the Act
- eliminating harassment of disabled persons that is related to their disabilities
- promoting positive attitudes towards disabled persons, and
- encouraging participation by disabled persons in school life; and

In fulfilling the legal duties and commitments listed above, the school's senior management has plans to ensure the appropriate capacity to deliver, leadership support, and involvement of the disabled persons throughout the process.

4. Involvement of Disabled People

Involvement of disabled people is critical to success of this scheme. Disabled pupils known to the school were particularly prioritised to start the process of consultation. Pupils and their parents or carers were made aware of school's disability equality initiative and were encouraged and facilitated to provide feedback. Separately, the school staff were involved to know the barriers to improve performance. The involvement of the disabled people was important in identifying the needs and further improving our policies and practices. The action plan for the next three years reflects priorities of the disabled people for this school.

5. Impact Assessment

In consultation with the disabled people, the school has identified the following functions that are relevant to the disability equality:

- Admissions

- Attainment
- Absence
- Sanctions
- Students support and guidance
- Student appeals and complaints
- Visits an extra-curricular activities
- Incidents and actions taken
- Exclusion
- SEN register
- Communications/Publication/Information provision
- Selection and recruitment of staff
- Governing body representation and retention

The school has planned to gather information on selected functions to judge the actual impact on disability equality and then to eliminate or at least mitigate the negative impact. New policies and procedures developed in the future will be assessed to promote disability equality.

6. Information Gathering

Maximum use of existing information gathering mechanisms is planned. Consultations with the stakeholders, parent-teacher meetings, staff survey, and analysis of examination and attainment results will remain important information gathering tools. Use of local, regional and national research and projects will be made to continue improve our performance in disability equality.

7. Performance Management

The school has the following arrangements for ensuring and reporting progress on the disability equality scheme:

- The governing body, through its Curriculum and Finance and Personnel Committees, will review the scheme annually
- Disability equality training will, when necessary, be part of the induction and staff development programme for all staff and governors
- There will be named teacher and governor in the school to lead on disability equality work
- Disabled pupils (or their parents or carers) and staff will be involved in the development and review of the scheme
- The scheme will be published and accessible on the school's website. A hard copy of the scheme is available on request from the school's office.

Annex C

Conway Primary School Gender Equality Scheme

Overview

At Conway Primary School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation, which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Conway Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This gender equality scheme forms part of the School's Equality and Diversity Policy for all pupils and staff.

Check list for school staff and governors

Service Provision-

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?
- Are pupils of both sexes encouraged to participate in school life?
- Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?

Are pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?

Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?

Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Are governing bodies representative of the pupils, staff and local community that they serve?

Employer duties-

As an employer we ensure that discrimination and harassment is eliminated in our employment practice and we actively promote gender equality within our workforce

Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination?

Is bullying and harassment of staff monitored and is this information used to make a difference?

In line with the EOC Code of Practice on the Duty, we particularly monitor the following employment issues to ensure that they are free from discrimination:

- Recruitment
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

The Gender Equality Duty (GED)

Conway Primary School ensures that it meets the requirements of both the General Duty and Specific Duties under the Equality Act 2006.

The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies are required to comply with the specific duties, which are:

- To produce and publish a Gender Equality Scheme (GES) identifying gender equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the duty the school, where necessary, undertakes a gender impact assessment for policy developments. To achieve this we:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy. To meet the Gender Equality Duty, all aspects

of school life are monitored to identify whether there is an adverse impact on children and young people. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

Whenever possible, Conway Primary School has consulted with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme through:

- Discussion
- Questionnaires
- Feedback slips

Monitoring and reporting

In order to meet the Gender Equality Duty, the school monitors the impact of any action taken and ensures that no adverse impact occurs as a result of the actions.

The Gender Equality Scheme is reviewed annually as part of the school's review of its Equality and Diversity Policy. This is done by the governing body's Curriculum and Finance & Personnel Committees. In addition there is a nominated member of staff and governor with responsibility for the scheme.








Equality and Diversity Policy 2023

Final Audit Report

2023-07-11

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