



PUBLIC SECTOR EQUALITY DUTY

BIRLEY PRIMARY ACADEMY



Birley Primary Academy
A L.E.A.D. Academy

Birley Primary Academy

How we meet our Public Sector Equality Duty



Our Vision and Values	Curriculum	Protected Characteristics
<p>At Birley Primary Academy, we take pride in creating a <i>positive</i> learning environment that exhibits a sense of community and belonging, based upon <i>respect</i> for ourselves and others and through being mindful of beliefs, cultures and views.</p> <p>In the classroom, we develop <i>inquisitive</i> minds, ask challenging questions and encourage thoughtful responses that allow children to display their depth of understanding. Through engaging lessons, children are expected to be <i>courageous</i> by being <i>responsible</i> for their own learning. When the need arises, we expect our children to show resilience and perseverance to achieve their full potential in all areas of the curriculum.</p> <p>Our staff develop the whole child within a nurturing environment, which demonstrates an ethos of care, challenge and encouragement. Through a personalised and inclusive approach to learning, our teachers take children on a journey of understanding, creating numerate and literate children, who are capably <i>skilled</i> to tackle the next steps on their learning journey. To achieve this, we have created a culture that demands the highest expectations in regards to learning and behaviour. Throughout school, we encourage all of our children to sparkle and shine, celebrating success in all that they do.</p> <p>In building strong learning partnerships, we pride ourselves on our <i>collaborative</i> approach, which includes working closely with our families and local community. Working together, we have a shared responsibility to encourage <i>aspirations</i> and to create responsible life-long learners – together, we can do it!</p>	<p>Our commitment to fulfilling the PSED is reflected in our curriculum which is designed to fully embed diversity as well as address the protected characteristics. This includes:</p> <ul style="list-style-type: none"> ▪ RSHE which is age appropriate and progressive covering a variety of family groupings. ▪ RE Teaching of World Religions – tolerance, respect for people of faith including Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism; visits to places of worship and visitors from different religious communities. Comparative studies between different beliefs and styles of worship are made. ▪ Expanding learning beyond local and national boundaries, e.g. teaching world History and Geography, literature, Music and the Arts from diverse authors, composers and artists. ▪ Giving teachers the opportunity to embed a diverse range of literature in their subjects. ▪ Challenging misconceptions and stereotypes ▪ Focussing on current affairs to encourage discussion and wider world views as part of assemblies and use of a variety of resources including Picture News and Newsround. 	<p>Teachers take care to integrate and embed PSED appropriately into the curriculum, rather than address separately or in one-off lessons wherever possible - including conversations about family diversity for example. All content is designed to embed age-appropriate knowledge and understanding of protected characteristics.</p> <p>We help pupils understand what the protected characteristics are through:</p> <ul style="list-style-type: none"> ▪ Weekly Jigsaw Assemblies e.g. <i>Celebrating Differences or Being Me in My World</i>. ▪ Focus on inspirational people, who have been purposely chosen from a wide variety of backgrounds, genders, disabilities etc. ▪ PSHE Curriculum using the Jigsaw Scheme ▪ RSHE Curriculum which has age-appropriate resources focussing on a variety of family dynamics. ▪ Anti-Bullying Ambassadors and Peer Mediators are aware of those factors which may be an issue and focus on supporting peers if necessary. ▪ Diversity awareness work as part of the Princess Diana Award ▪ Anti-Racism work, including ‘Show Racism the Red Card’ and ‘Celebrating Diversity within the Community’. ▪ Anti-bullying work, including participating in events such as Odd Socks Day and Anti-Bullying Week as well as curriculum content covering the topic in addition to the strong work completed by Anti-Bullying Ambassadors ▪ Black History Month where pupils have the opportunity to learn about significant individuals. This has been supported by Black British History being interwoven with History topics within each cohort in Key Stage 2. ▪ Focussed events, days and weeks to celebrate various festivals, cultural and religious events. ▪ The wearing and adaptation of uniform, religious items and hairstyles which takes into account the religious and cultural background of the wearer.

School Context

Pupils	Gender		Socio-Economic		
	Boys	Girls	FSM	PP	Non-PP
All	292	283	163	174	401
	51%	49%	28%	30%	70%

Pupils	Ethnicity		Special Educational Needs		
	EAL	Non WBRI	SEN	SEN (K)	EHCP
All	6	47	87	82	5
	1%	8%	15%	14%	1%

Staff	Gender		Ethnicity	
	Male	Female	EAL	Non WBRI
All	7	73	0	2
	9%	91%	0%	3%

What we do to ensure that both staff and pupils are given due regard and protected:

- Follow the PSED requirements and have an Equality Statement, Policy and objectives.
- Embedded in policies, curriculum and practice.
- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share
- Demonstrate awareness of our duties under the Act by assessing the impact any decision or action will have on people with protected characteristics
- Consider any equality implications when developing and approving policies and reviewing them regularly with equality in mind
- Carry out analysis seriously, rigorously and with an open mind.

RSHE

We have fulfilled the statutory duties relating to the RSHE curriculum via:

- up-to-date policy, following consultation, that is available to parents ready for review*
- Consultation with parents and community to ensure that our provision reflects the requirements of our individual community.*
- Consideration for the religious background of pupils in the school community and ensuring all teaching material is age-appropriate and sensitively selected*
- Following the Equality Act 2010 which prohibits discrimination against anyone because of their protected characteristics*
- Ensuring relationship education/RSE is accessible to all pupils*
- Meeting the needs of all pupils and fostering understanding of the importance of respecting others*
- Liaising closely with parents on sensitive topics and clearly communicating that they have the right to withdraw their child from some or all parts of the RSE curriculum.*

Cultural Development

How do you enable pupils to prepare to live in our multicultural country so that they can coexist with a range of different people?

- Develop an understanding / appreciation of others, their cultures, traditions, and ways of life.*
- Celebrate festivals through the curriculum – such as RE and PSHE - and through assemblies.*
- Ensure that each classroom has a range of books that promote different cultures and backgrounds*
- Inviting motivational speakers from different backgrounds to the academy.*
- Hosting a culture day that celebrates cultural identity of our school community*
- Food Fair that celebrates different dishes from around the world.*

Staff Awareness	PSHE	British Values
<p>We ensure that staff are fully aware of their responsibilities to fulfil the public sector equality duty and that they approach certain topics sensitively to provide positive learning experiences as well as not reinforce stereotypes or cause offence, etc. We do this via:</p> <ul style="list-style-type: none"> ▪ CPD – PLMS, staff training and up to date input from the National College ▪ Code of Conduct ▪ Updated Policies ▪ Reminders and Updates ▪ Induction ▪ Staff Surveys ▪ MandE activities – observations, discussions, work monitoring ▪ Pupil Progress Meetings ▪ Group Data Analysis ▪ SEND meetings ▪ Care Plans ▪ Class Information Files ▪ Registers ▪ Revisiting our culture and ethos. 	<p>Our PSHE curriculum covers a wide range of relevant issues to help prepare pupils for life in Modern Britain. These lessons focus on:</p> <ul style="list-style-type: none"> ▪ British Values and Life in Modern Britain ▪ Citizenship ▪ Character Education ▪ Civic Responsibility ▪ SMSC ▪ Social Backgrounds and Issues ▪ Healthy Living and Personal Care ▪ Relationships, Families and Relating to Others ▪ Economic Wellbeing ▪ Gender Equality ▪ Global Education ▪ Keeping Safe Online ▪ Challenging Stereotypes ▪ Safeguarding. 	<p>We promote British Values by ensuring that pupils are fully aware of the following via our curriculum coverage:</p> <ul style="list-style-type: none"> ▪ <u>Democracy</u> – We develop a respect for and participation in democratic processes. All pupils are aware that they can support and influence outcomes through the democratic process. This could be voting for School Council Representatives or for a preferred dinner choice on the school menu. ▪ <u>The Rule of Law</u> - Distinguish between right and wrong and respect of the Law. School rules. Fairness of consequences. ▪ <u>Individual Liberty</u> - Living under the rule of law protects citizens and is essential for wellbeing and safety. ▪ <u>Mutual Respect and Tolerance</u> - appreciation and respect for their own and other’s faiths, cultures, heritage, traditions and including the protected characteristics. Showing respect for others feelings and belongings, etc. ▪ A range of ambassadorial groups from a range of backgrounds and ethnicities.
Discrimination	Community	SMSC
<p>We ensure that discrimination of any form is not tolerated within our academy by having a zero tolerance approach and regularly revisiting the following aspects of our policy and practice:</p> <ul style="list-style-type: none"> ▪ Culture and Ethos ▪ Vision and Values ▪ Anti-bullying ▪ Policies ▪ Reporting of Concerns ▪ Confide ▪ Racial incidents monitoring ▪ Black History Month Celebrations ▪ Curriculum examples ▪ EYFS – Understanding the World ▪ Diverse Role Models ▪ Challenging misconceptions and stereotypes ▪ Diversity Displays 	<p>We create a culture of inclusion amongst our community through the following aspects:</p> <ul style="list-style-type: none"> ▪ Removing barriers for parents and pupils through workshops, newsletters, coffee mornings, Meet and Greet at start and end of day, open events, parent learning sessions, performances, assemblies, accessible parents’ evenings, SEND reviews, SEND drop ins, MAST drop ins, Family Support Workers, multi-agency meetings, home visits, provision of resources etc. ▪ Celebration of others is commonplace, via assemblies, newsletters, social media, in class rewards systems, global news, etc. ▪ Pupils feel safe to ask questions and share their own experiences ▪ Pupils are encouraged to challenge misconceptions, prejudice and discrimination ▪ Displays include as well as showcase diversity ▪ Facilitation of dialogue with parents who don’t speak English as their first language including translators. 	<p>We promote SMSC development amongst our pupils through the following aspects:</p> <ul style="list-style-type: none"> • Policy / Documentation • Curriculum • Assemblies • RE • PSHE • Behaviour Policies and Practice • Cultural opportunities <p>See separate document on the academy’s SMSC website page.</p>