



## **PUBLIC SECTOR EQUALITY DUTY WORKBOOK**

This workbook is being completed with regard to the following publications:

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

## **STAGE 1 : EQUALITY INFORMATION**

<b>Protected characteristics</b>	<b>Aims of the general duty</b>		
	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
<b>Race</b>	Racist incidents are recorded and reported in line with local authority and Academy Trust requirements. Parents are reported to where the victim is a pupil in school.	Take up of extracurricular clubs and extended schools activities by ethnic minorities is good. All children attend visits and trips.	We organise visitors from the local ethnic community. Year groups access local ethnic resources. The curriculum reflects the diversity of the local area.
<b>Disability</b>	Progress data shows that children with SEN make at least expected progress from their starting points. The progress and attainment of children with significant cognitive need are monitored through Learning plan targets. Records show that there have been no bullying incidents related to disability. Children with a disability can attend part time if this is deemed appropriate to their needs. Allowances are made for hospital visits etc.	All children have opportunities to join extra-curricular clubs and to go on all school trips. Extra staff are utilised for support where needed. Specialist equipment is provided according to needs. Children requiring support have this put in place as an early help strategy to ensure full access to the curriculum.	The academy values of Passion Responsibility Independence Determination & Enjoyment are modelled throughout the school. The academy has links with specialist schools such as Rowangate, Friars and Maplefields. Children from Oakway take part in regular Project Ability sports events which focus on children with additional needs. Adjustments are made for children with additional needs where relevant.
<b>Sex</b>	All progress and attainment data is	Clubs are all open to both sexes. New	The academy has a term focus on

	analysed to look at difference between genders. The academy improvement plan seeks to address any gender issues identified. PRIDE awards, Young Leaders, sports teams, School Council etc... are monitored to ensure equal numbers of boys and girls participating. All recruitment adheres to equal opportunity legislation and all roles are open to both sexes.	clubs are sought to ensure take up by boys and girls is balanced.	Growing PRIDE which promotes positive learning behaviours and attitudes. Each class works as a team to identify and improve the identified behaviour so that they are more successful together.
<b>Gender Reassignment</b>	Recruitment procedures comply with equal opportunities legislation.	Not applicable at present.	Not applicable.
<b>Pregnancy and Maternity</b>	The academy considers all requests for part time working from returning maternity leave employees. Risk assessments are undertaken for pregnant staff and adjustments made to allow for their health needs. Time off is given as required for ante natal appointments.	All staff are subject to the same terms and conditions and performance managed according to their role. The Directors and Principal considers all applications for job share working according to the Trust policy. Amendments to roles are made for pregnant staff according to need.	Staff on maternity leave are invited to all staff social functions and are welcome at training days. Keeping in touch days are arranged to ensure they are up to date with what is going on in school. Consideration given to staff with young children when arranging out of school hours events in line with the HAT policy for absence requests.
<b>Age</b>	Recently recruited staff profile shows teachers recruited across the age range.	Directors recruit according to the requirements of the post. HAT application forms do not show a date of birth. Grandparents are encouraged to participate in school e.g. Dads, grandads and uncles reading and Mums, Nans and aunties.	We visit a local care home to sing for residents and School Council write to the residents as penpals.
<b>Religion and Belief</b>	All children take part in collective	All pupils have the opportunity to	Assembly themes reflect the cultural

	worship. Parents can ask for children not to take part. Data regarding religion is collected when children start school. The academy values and boundaries promote respect for all regardless of their beliefs. Absence for religious observance is authorised.	withdraw from RE lessons or collective worship. Children learn about some other religions- the RE agreed syllabus at key stage one and two covers Christianity as well as other significant religions.	makeup of the academy. Local representatives are invited into the academy to support/participate in the celebration of different faith festivals and events. Two Jehovah Witness parents are registered as volunteers with the academy and support with providing alternative activities at key religious dates across the year.
<b>Sexual Orientation</b>	Recruitment procedures comply with equal opportunities legislation. Homophobic language/bullying incidents are recorded and reported to parents.	HAT policy acknowledges homophobic bullying and lays out the expectations with dealing with it.	Academy values and Boundaries promote respect for everyone.

## **STAGE 2 EQUALITY ENGAGEMENT**

<b>Protected characteristics</b>	<b>Aims of general duty</b>		
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>
<b>Race</b>	Creating a culture where the academy's values allow all to respect and celebrate difference. Children talk openly and report racist incidents. Children are encouraged to talk about their identity, this includes their race.	Through curriculum opportunities such as engaging children in sharing and celebrating their ethnic background and beliefs.	Visit from representatives from the cultural community, in particular for RE.
<b>Disability</b>	Parents and carers of children with SEND are asked for their opinions at review meetings. All groups of children are tracked to identify anyone not making at least expected progress from their starting points. Disabled toilets available in 3 locations across the academy.	In excess of 40 days of Educational Psychologist time is commissioned in order to identify and support and identify children with SEND. External agencies used to advise and intervene with children with SEND.	Liaison with parents and outside agencies. Signposting support groups and local events to help them. Providing opportunities to join groups of parents with similar needs for example, Autism Aware group.
<b>Sex</b>	Equal opportunities for both sexes for both staff and pupils are promoted. All parents are welcomed and involved in their child's learning regardless of gender.	The academy improvement plan targets identified specific gender issues.	Curriculum planning and engagement with parents around supporting home learning.
<b>Gender Reassignment</b>	HAT policy is in place to guide and support where children or families	<b>N/A</b>	<b>N/A</b>

	have this protected characteristic.		
<b>Pregnancy and Maternity</b>	Not applicable with regard to pupils. Pregnant staff are surveyed to ensure procedures are fair. Pregnant parents/carers are supported where appropriate with adjustments to collection/drop off arrangements and absence of children due to birth or complications.	Flexible working hours/job shares are considered for all pregnant staff. Risk assessments are completed. Support as required during pregnancy and maternity leave. The Welfare team offer support to all pregnant parents/carers where we are aware of a need.	Feedback from pregnant members of staff is encouraged to ensure adjustments/improvements are made where necessary.
<b>Age</b>	Staff, volunteers and Directors reflect the wide age range.	There is equity in opportunity for all members of staff based on experience and qualifications, not age.	
<b>Religion and Belief</b>	Explain in RE what being a member of various religions entails. Inviting people of different religions to collective worship and to workshops.	Jewish, Hindu and Islamic leaders have visited to lead assemblies and worked with groups of children in school.	Visitors in school and visits to places of worship.
<b>Sexual Orientation</b>	Equal opportunities recruitment procedures in place.		



## EQUALITIES OBJECTIVES AND ACTION PLAN

*September 2018- September 2020*

<b>Objective</b> Please give an end date/timescale to each action (ie by ..... )	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions</b> Please give an end date/timescale to each action (ie by.....)	<b>Annual Red/Amber/Green rating</b>	<b>Monitored by</b>
Annual training for staff will result in an increased understanding of equality and how it differs from	All protected groups	<ul style="list-style-type: none"> <li>• Staff will demonstrate their understanding through actions and dialogue when dealing with children and families.</li> <li>• Staff will demonstrate their understanding through their</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion leader</li> <li>• SLT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of equality to be included in Inclusion policy.(annual)</li> <li>• Image that shows the difference between equality &amp; equity displayed in staff areas. (annual)</li> <li>• CPD for all staff to reiterate the</li> </ul>	January 2019  January 2020  January 2021	Principal & Head of Primary Education

equity.		<p>choices of discussion and language used in conversations with their colleagues.</p> <ul style="list-style-type: none"> <li>Professional discussions will indicate that staff understand their responsibility to provide equality</li> </ul>		<p>definitions and expectations of the Equality Act and advice for schools.(annually)</p> <ul style="list-style-type: none"> <li>Recent document from Dfe Mental Health and behaviour in schools (Nov 18) shared with all staff. (Jan 19)</li> </ul>		
All staff will learn about the protected characteristics and the duty of the academy to consider and ensure no discrimination against them.	All protected groups	<ul style="list-style-type: none"> <li>Adults will model the appropriate language at all times for colleagues and children.</li> <li>Children will be taught about the protective characteristics and the laws around them, this will happen through the curriculum rather than explicitly.</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>CPD January 2019, then annually, to look at the government advice on protective characteristics for schools.</li> <li>Share the updated Oakway Equality Workbook each year in CPD, focus on actions to develop and improve practice and ethos.</li> <li>Complete reflective CPD exercise to consider the implications on our practice as a school towards children and adults with protected characteristics.</li> </ul>	<p>January 2019</p> <p>Januaries 2020</p> <p>January 2021</p>	All protected groups
All class teachers will have an understanding of the protective characteristics applicable to the children in their classes.	All protected groups	<ul style="list-style-type: none"> <li>Class profiles will be in place for all classes with relevant characteristics identified.</li> <li>Welfare Team will alert teachers to children who have a different sexual orientation or have expressed a desire for gender reassignment.</li> <li>Teachers will consider equality for all protected</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Welfare team</li> </ul>	<ul style="list-style-type: none"> <li>Transition information shared with new class teachers in readiness for new academic year.</li> <li>Class profiles produced and updated 3x each academic year.</li> <li>Welfare Team to update class teachers, where relevant.</li> </ul>	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	Principal & Head of Primary Education



		characterises when planning the children's day to day curriculum and events.				
All children will have an opportunities to further develop their understanding of the terms 'race & ethnicity' mean and how they identify themselves.	Race	<ul style="list-style-type: none"> <li>Displays in each classroom/area will celebrate the identity of all children.</li> <li>Children will talk about ethnicity &amp; race with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>PD leader</li> <li>RE leader</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Annual induction topic to be completed 'Who are we?' in all classes. Focus on identity of children and celebrating their individuality. (September 18, 19,20)</li> </ul>	<ul style="list-style-type: none"> <li>September 2018</li> <li>September 2019</li> <li>September 2020</li> </ul>	Principal & Head of Primary Education
The Oakway Curriculum has explicit opportunities to learn about ethnicity and race within the context of their curriculum topics and assemblies.	Race	<ul style="list-style-type: none"> <li>Curriculum planning and policies will show opportunities for learning about race and ethnicity.</li> <li>Recorded learning in children's books will reflect context</li> <li>Displays around academy will reflect Race &amp; ethnicity</li> <li>Academy assemblies, events and celebrations will reflect the race &amp; ethnicity of the children</li> <li>Reviewed academy</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principals</li> <li>PD leader</li> <li>RE leader</li> <li>Inclusion Leader</li> </ul>	<ul style="list-style-type: none"> <li>At start of year analysis of SIMS data to identify main race groups in classes, year groups &amp; schools.</li> <li>Use of this data to inform curriculum planning in year groups to ensure include opportunities to link context for learning to race &amp; ethnicity.</li> <li>Planned assemblies reflect the main groups across the school.</li> </ul>	<ul style="list-style-type: none"> <li>September 2018</li> <li>September 2019</li> <li>September 2020</li> </ul>	Principal & Head of Primary Education

		curriculum for 2019-20 will also reflect above points.				
All children with additional needs will be identified and appropriate support or intervention will be in place (or in process).	Disability	<ul style="list-style-type: none"> <li>• SENCO will manage the SEND register and communicate with relevant staff.</li> <li>• Continued increase in numbers of children identified on SEND register.</li> <li>• All teachers are aware of the needs and make appropriate adjustments for children with SEND</li> <li>• Academy systems to monitor and evaluate the SEND register will be established and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Leader</li> <li>• SENCo team</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• SEND register shared with class teachers (regularly in year)</li> <li>• SENCO support sessions available for all class teachers across the year.</li> <li>• Monitoring of provision for all SEND children is carried out regularly (SENCO and Phase Leaders). Feedback and CPD provided where necessary.</li> </ul>	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	Principal & Head of Primary Education
Updated Northamptonshire RE curriculum is implemented in all year groups.	Religion and Belief	<ul style="list-style-type: none"> <li>• Curriculum planning will reflect the RE curriculum.</li> <li>• Children's recorded learning, displays and class books will reflect the RE curriculum.</li> <li>• Assemblies and events will reflect the RE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• RE Leader</li> <li>• Phase Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• RE leader to disseminate training about new curriculum (Sept 18)</li> <li>• RE leader to monitor coverage of RE curriculum (Dec, April, July)</li> <li>• RE leader to report RE attainment for Y2 and Y6 in July.</li> <li>• RE leader to monitor coverage through planning, children's recorded learning, displays, events and class books.</li> </ul>	<p>July 2019</p> <p>July 2020</p> <p>July 2021</p>	Principal & Head of Primary Education
All children will have an opportunities to further develop	Race, Religion and Belief	<ul style="list-style-type: none"> <li>• Displays in each classroom/areas will celebrate the identity of all children.</li> <li>• Children will talk about</li> </ul>	<ul style="list-style-type: none"> <li>• RE leader</li> <li>• Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Annual induction topic to be completed 'Who are we?' in all classes. Focus on identity of children and celebrating their individuality.</li> </ul>	<p>September 2018</p> <p>September 2019</p> <p>September</p>	Principal & Head of Primary Education

<p>their understanding of the terms 'race, religion &amp; belief' mean and how they and others identify themselves.</p>		<p>religion &amp; belief with understanding.</p> <ul style="list-style-type: none"> <li>• Children will talk about race with understanding.</li> </ul>			<p>2020</p>	
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