



## **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>	<p>Racial incidents are recorded and sanctioned within the guidance of the Behaviour and Relationship policy and recorded on Class Charts. Governors are aware of such incidents and they are recorded in minutes. 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.</p> <p>Internal and national data is analysed to ensure that all groups have similar outcomes.</p> <p>Recruitment practices are in line with Trust models and processes and practices are followed accordingly.</p> <p>Assemblies and regular RE and</p>	<p>All pupils have equal curriculum access regardless of race.</p> <p>All pupils access assemblies and other forms of collective worship.</p> <p>Take up of extracurricular clubs and extended schools activities by ethnic minorities is good. All children attend visits and trips.</p>	<p>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</p> <p>We organise visitors from the local ethnic community.</p> <p>Year groups access local ethnic resources.</p> <p>The curriculum reflects the diversity of the local area.</p> <p>Our diversity of ethnic groups is increasing</p>

	<p>SMSC lessons develop children's awareness of race and celebrate difference.</p> <p>Protective behaviours and worry boxes encourage children to share concerns.</p> <p>Staff have access to Care First</p>		
<b>Disability</b>	<p>Progress data shows that children with SEN make at least expected progress from their starting points.</p> <p>The progress and attainment of children with significant cognitive need are monitored through Learning plan targets.</p> <p>Records show that there have been no bullying incidents related to disability.</p> <p>Children with a disability can attend part time if this is deemed appropriate to their needs.</p> <p>Attendance exceptions are made for hospital visits etc.</p> <p>Staff have access to Care First</p>	<p>All children have opportunities to join extra-curricular clubs and to go on all school trips.</p> <p>Extra staff are utilised for support where needed. Specialist equipment is provided according to needs.</p> <p>Children requiring support have this put in place as an early help strategy to ensure full access to the curriculum.</p> <p>External music providers are providing adapted instruments for children with physical disabilities.</p>	<p>The academy values of Passion Responsibility Independence Determination &amp; Enjoyment are modelled throughout the school.</p> <p>The academy has links with specialist schools and external agencies such as Rowan Gate, Target Autism, Service Six, independent Speech and Language therapists and independent Educational Psychologists</p> <p>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.</p>
<b>Sex</b>	<p>When appointing staff a fair and transparent practice is adhered to ensure equality.</p>	<p>SRE actively tackles gender stereotypes and discusses healthy relationships.</p>	<p>All children can access all extra-curricular clubs regardless of gender</p>

	<p>All progress and attainment data is analysed to look at difference between genders.</p> <p>The academy improvement plan seeks to address any gender issues identified.</p> <p>PRIDE awards, Young Leaders, sports teams, School Council etc... are monitored to ensure equal numbers of boys and girls participating.</p>	<p>Clubs are all open to both sexes. New clubs are sought to ensure take up by boys and girls is balanced.</p>	<p>Visitors reflect good role models</p>
<p><b>Gender Reassignment</b></p>	<p>Recruitment procedures comply with equal opportunity legislation.</p> <p>Mufti and fancy dress days are non-gender specific allowing children to express themselves without judgement.</p> <p>A wide range of counselling opportunities are available to identified children, including Drawing and Talking, and Theraplay.</p> <p>We are unique topic in Term one for all children allows all children to talk about similarities and differences and a range of appropriate children's literature is available to reinforce this,</p>	<p>All pupils access the curriculum regardless of gender.</p> <p>When appointing staff a fair and transparent practice is adhered to ensure equality.</p>	<p>Not applicable.</p>

	<p>such as 'The boy in the dress' 'William's doll' and 'I am Jazz'</p> <p>Staff have access to Care First</p>		
<b>Pregnancy and Maternity</b>	<p>The academy considers all requests for part time working from returning maternity leave employees.</p> <p>Risk assessments are undertaken for pregnant staff and adjustments made to allow for their health needs.</p> <p>Time off is given as required for ante natal appointments.</p>	<p>All staff are subject to the same terms and conditions and performance managed according to their role.</p> <p>The Directors and Principal considers all applications for job share working according to the Trust policy.</p> <p>Amendments to roles are made for pregnant staff according to need.</p> <p>Attendance policy and special leave requests to attend hospital appointments are treated favourably.</p>	<p>Staff on maternity leave are invited to all staff social functions and are welcome at training days.</p> <p>Keeping in touch days are arranged to ensure they are up to date with what is going on in school.</p> <p>Consideration given to staff with young children when arranging out of school hours events in line with the HAT policy for absence requests.</p>
<b>Age</b>	<p>Recruitment procedures comply with equal opportunity legislation.</p> <p>Staff have access to Care First</p> <p>Occupational health can be accessed by staff to support their medical health and enables them to fulfil their role.</p>	<p>Directors recruit according to the requirements of the post. HAT application forms do not show a date of birth.</p>	<p>We visit a local care home to sing for residents</p> <p>The curriculum, including PSHE /SRE supports children's understanding of the aging process.</p>
<b>Religion and Belief</b>	<p>All children take part in collective worship.</p> <p>Data regarding religion is collected when children start school.</p>	<p>All pupils have the opportunity to withdraw from RE lessons or collective worship.</p> <p>Children learn about some other</p>	<p>Assembly themes reflect the cultural makeup of the academy.</p> <p>Local representatives are invited into the academy to support/participate</p>

	<p>The academy values and boundaries promote respect for all regardless of their beliefs.</p> <p>All pupils are offered the Northampton Syllabus for RE.</p> <p>All pupils are offered visits to a variety of places of worship and visitors representing a variety of religions are sought, such as Inter-Faith Week projects with local faith leaders.</p> <p>Absence for religious observance is authorised.</p>	<p>religions- the RE agreed syllabus at key stage one and two covers Christianity as well as other significant religions.</p> <p>Visitors from different faith communities are invited to school to speak to children.</p>	<p>in the celebration of different faith festivals and events.</p> <p>Two Jehovah Witness parents are registered as volunteers with the academy and support with providing alternative activities at key religious dates across the year.</p> <p>Recruitment procedures comply with equal opportunity legislation.</p>
<b>Sexual Orientation</b>	<p>Recruitment procedures comply with equal opportunities legislation.</p> <p>Homophobic language/bullying incidents are recorded and reported to parents.</p> <p>Age appropriate children’s literature is available throughout the year and in the We are Unique topic experienced by all children in Term one. This includes: ‘And Tango makes three’ ‘Julien is a mermaid’ ‘Mama, Mama and me’</p>	<p>HAT policies acknowledges homophobic bullying and lays out the expectations with dealing with it.</p>	<p>Academy values and Boundaries promote respect for everyone.</p> <p>A flexible PSHE and SRE curriculum responds to issues that affect children at home, school or in the wider community.</p>

## **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>	<p>Protective behaviours means children will talk opening about concerns.</p> <p>Pupil views gathered regarding children feeling safe</p> <p>Worry boxes encourage children to share concerns</p> <p>Anti-bullying Policy highlights racial discrimination</p>	<p>Pupil surveys, anti-bullying and rich thematic curriculum.</p> <p>Protective behaviours supports all children</p> <p>All racial groups are represented on the website and in school publications</p> <p>Visitors are encouraged to come in and talk about their jobs etc...</p>	<p>Visit from representatives from the cultural community, in particular for RE during Multi-Faith week</p>
<b>Disability</b>	<p>Parents and carers of children with SEND are asked for their opinions at review meetings.</p> <p>All groups of children are tracked to identify anyone not making at least expected progress from their starting points.</p> <p>Disabled toilets available in 3 locations across the academy.</p>	<p>In excess of 40 days of Educational Psychologist time is commissioned in order to identify and support and identify children with SEND.</p> <p>External agencies used to advise and intervene with children with SEND.</p>	<p>Liaison with parents and outside agencies.</p> <p>Signposting support groups and local events to help them.</p> <p>Providing opportunities to join groups of parents with similar needs for example, Autism Aware group.</p> <p>We employ 4 welfare officers who provide pastoral intervention, such as</p>

	<p>The curriculum is adapted and reasonable adjustments are made to ensure inclusion.</p> <p>Emergency evacuation plans All trips including residential and these are personalised for children with specific needs (PEEP plans)</p>		<p>Drawing and Talking, Anger Gremlins and Theraplay.</p> <p>We employ 6 inclusion TAs who support children with interventions such as; Catch-up Literacy, support with PECs, and Chatterways</p>
<b>Sex</b>	<p>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.</p> <p>We track progress and attainment carefully and include consideration to any gender gap, using intervention in a targeted way</p>	<p>The academy improvement plan targets identified specific gender issues.</p> <p>Rich and diverse curriculum.</p>	<p>PSHE</p> <p>Visitors modelling different jobs are representative of both sexes.</p>
<b>Gender Reassignment</b>	<p>HAT policy is in place to guide and support where children or families have this protected characteristic.</p>	<b>N/A</b>	<b>N/A</b>
<b>Pregnancy and Maternity</b>	<p>Workforce procedures are followed with staff who are pregnant or on maternity leave.</p> <p>Risk assessments are in place where necessary.</p>	<p>Flexible working hours/job shares are considered for all pregnant staff. Risk assessments are completed.</p> <p>The Welfare team offer support to all pregnant parents/carers where we are aware of a need.</p>	<p>Feedback from pregnant members of staff is encouraged to ensure adjustments/improvements are made where necessary.</p> <p>KIT days are encouraged</p>
<b>Age</b>	<p>Staff, volunteers and Directors reflect the wide age range.</p> <p>Workforce procedures are followed</p>	<p>There is equity in opportunity for all members of staff based on experience and qualifications, not age.</p>	<p>Wider members of families are encouraged to volunteer in school and join in with aspects of school life – events and celebrations</p>

	with staff.	Science curriculum and PSHE address life cycles.  Importance of respect is reinforced through the curriculum and Behaviour Policy.	
<b>Religion and Belief</b>	Learning about religion in RE is reinforced in assemblies Access to multicultural books and artefacts are used throughout the school. Authorise religious holidays. The Behaviour and Relationship Policy reflects the need for respecting others	Access to multicultural books and artefacts are used throughout the school.  The RE curriculum	Visits to places of worship We celebrate faith days and have visitors representing all faiths.  The RE curriculum reinforces similarities between religions and supports understanding of religious practices.
<b>Sexual Orientation</b>	SRE policy Homophobic language is challenged, reported in line with the anti-bullying policy and Behaviour and Relationship policy	Adults throughout school model non-discriminatory	We work with outside agencies to support where necessary



## EQUALITIES OBJECTIVES AND ACTION PLAN

*September 2020- September 2022*

<b>Objective</b> Please give an end date/timescale to each action (ie by .....)	<b>Which protected group(s)</b> will this most affect/influence	<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>
Minority groups in the school feel that they are fully represented.	Minority race and religious groups	Behaviour records and surveys will be positive.	Principal & SLT	Parent Survey Review of behaviour records on Class Charts Child voice will be positive	Jan 21 Jan 22	
The accessibility plan will be written in line with legislation and changes to the school provision and premises	SEND	Plan will be complete and reviewed regularly	SENCO	Update accessibility plan	Jan 21 Jan 22	

Children with SEND will make at least progress from their starting points by the end of KS2.	SEND	Tracking systems / other monitoring	SENCO	Develop ongoing and regular monitoring cycle and feedback processes Use FFT to track progress over time and Provision Map to review effectiveness of intervention	Jan 21 Jan 22	
Implement and review PD curriculum which reflects local and contextual issues and the local community	All protected characteristics	New PD curriculum will be implemented and embedded	PHSE Lead	PD curriculum to be reviewed with parental engagement and child voice.	Jan 21 Jan 22	
The curriculum will reflect the diverse communities of the local population	Minority race and religious groups	Children will have a greater awareness of difference - child survey	Wellbeing Lead	Monitoring of topics covered Pupil Surveys	Jan 21 Jan 22	