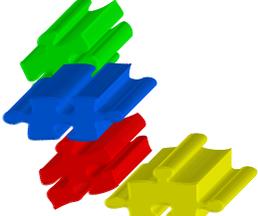


PUBLIC SECTOR EQUALITY DUTY

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EQUALITY INFORMATION

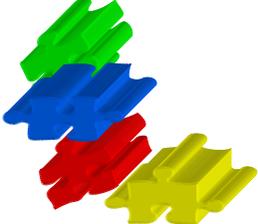
Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p><i>Racial incidents are recorded and sanctioned within the guidance of behaviour and anti-bullying policies.</i></p> <p><i>Evidence in behaviour file.</i></p> <p><i>Governors are aware of such incidents and they are recorded in the minutes.</i></p> <p><i>Internal data is analysed to ensure that all groups have similar outcomes.</i></p> <p><i>Recruitment practices are in line with LA model.</i></p> <p><i>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</i></p>	<p><i>All pupils have equal curriculum access regardless of race.</i></p> <p><i>All pupils access assemblies and other forms of collective worship.</i></p> <p><i>Take up of clubs is good and all children attend visits and trips.</i></p>	<p><i>We organise visits from the local ethnic community.</i></p> <p><i>Whole school assemblies.</i></p> <p><i>Our diversity of ethnic groups is increasing.</i></p> <p><i>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</i></p>



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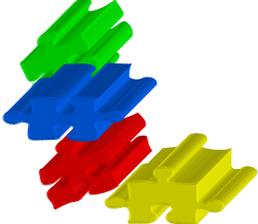
<p>Disability</p>	<p><i>SEN data shows some children with SEN make good progress in line with their peers from their individual starting points.</i></p> <p><i>Barriers to SEND are removed through access to resources such as extra adults, equipment and external support.</i></p> <p><i>Classrooms reflect the needs of children, eg. access, decoration.</i></p> <p><i>One page profiles are shared with all key staff to foster understanding and support strategies.</i></p> <p><i>Records show that there have been no incidents of bullying related to disability.</i></p>	<p><i>All children have equal access to the curriculum regardless of disability.</i></p> <p><i>Resources ensure that barriers to learning are removed.</i></p> <p><i>Disability is not a barrier to attending trips and risk assessments take into account specific needs in order to overcome barriers.</i></p> <p><i>Clubs are attended by and offered to all pupils.</i></p> <p><i>Individual emergency evacuation plans are written or incorporated into risk assessments for vulnerable children when necessary.</i></p>	<p><i>PSHE curriculum strengthens the understanding that we are all different and this is to be celebrated.</i></p> <p><i>Behaviour is exemplary in school and children actively support each other and seek to understand difference.</i></p> <p><i>Staff model appropriate behaviour towards protected groups.</i></p> <p><i>SENCo is a Specialist Leader in Education.</i></p>
<p>Sex</p>	<p><i>School tracks internal and national data to ensure that all groups attain similar outcomes and act upon concerns.</i></p> <p><i>Resources such as text books are carefully chosen to ensure that gender bias is eliminated.</i></p> <p><i>SRE policy will be in line with national statutory expectations from 2019.</i></p> <p><i>All pupils have equal access to the curriculum regardless of gender.</i></p>	<p><i>Access to the curriculum for all.</i></p> <p><i>Access to sporting and other events is non-discriminatory.</i></p> <p><i>School uniform is unisex.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to, to ensure equality.</i></p> <p><i>Challenge stereotyping of gender roles.</i></p> <p><i>SRE will actively tackle gender</i></p>	<p><i>Giving children opportunities to try different clubs and sports regardless of gender.</i></p> <p><i>Visitors reflect good role models.</i></p> <p><i>Class assemblies.</i></p> <p><i>PSHE curriculum.</i></p>



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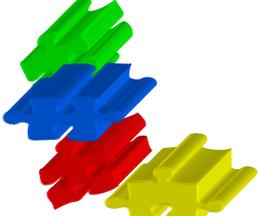
	<p><i>Clubs are attended and offered to all pupils.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to, to ensure equality.</i></p>	<p><i>stereotypes and discusses healthy relationships.</i></p>	
Gender Reassignment	<p><i>Recruitment practices are in line with LA model.</i></p> <p><i>Multi and fancy dress days are non-gender specific, allowing children to express themselves without judgement.</i></p> <p><i>SDQ assessments are completed by SENCO.</i></p>	<p><i>All pupils access the curriculum regardless of gender.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to ensure equality.</i></p>	<p><i>Equality in Employment Policy.</i></p>
Pregnancy and Maternity	<p><i>Recruitment and other personnel practices comply with legislation.</i></p> <p><i>Emotional wellbeing and health is of importance to the school.</i></p> <p><i>Staff have access to Employee Assistance Programme.</i></p> <p><i>Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.</i></p>	<p><i>Risk assessments are undertaken when a member of staff announces pregnancy and are reviewed during the pregnancy.</i></p> <p><i>Attendance policy and special leave policies followed,</i></p> <p><i>Requests to attend medical appointments are treated favourably.</i></p>	<p><i>During risk assessments, employees are made to feel comfortable in raising any adjustments they may require and adaptations are made as necessary.</i></p> <p><i>KIT days are encouraged and regular contact made.</i></p> <p><i>Flexible Working requests are considered in line with procedure.</i></p>
Age	<p><i>Recruitment procedures comply with equal opportunities legislation.</i></p>	<p><i>Recruitment procedures comply with equal opportunities legislation.</i></p>	<p><i>We welcome volunteers and educators of all ages to share their experiences with children.</i></p>



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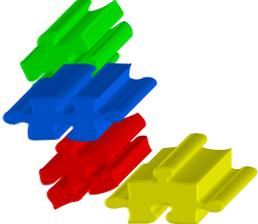
	<p><i>Emotional wellbeing and health is of importance to the school.</i></p> <p><i>Staff have access to Employee Assistance Programme.</i></p> <p><i>Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.</i></p>		<p><i>We try to accommodate work experience requests where possible.</i></p>
Religion and Belief	<p><i>All pupils are offered the Northampton syllabus for RE.</i></p> <p><i>All children take part in collective worship.</i></p> <p><i>Data regarding religion is collected when children start school and yearly thereafter.</i></p> <p><i>Policies and procedures promote respect for all regardless of beliefs.</i></p> <p><i>Absence for religious observance is authorised.</i></p>	<p><i>Visitors from different faith communities are invited to school to speak to children.</i></p> <p><i>The right to withdraw a child from RE is observed; however this is rare.</i></p> <p><i>Children can wear items of clothing that reflect their religious beliefs.</i></p> <p><i>PE Safety Policy gives guidance to staff regarding the wearing of certain clothing and artefacts during PE.</i></p>	<p><i>RE visitors to school.</i></p> <p><i>Recruitment procedures comply with equal opportunity legislation.</i></p> <p><i>Parents are encouraged to share their religious beliefs.</i></p> <p><i>School actively embraces the opportunity for children to broaden their knowledge of religions with local communities.</i></p>
Sexual Orientation	<p><i>Recruitment procedures comply with equal opportunity legislation.</i></p> <p><i>Full acceptance of staff and pupil orientation.</i></p> <p><i>Homophobic language and bullying is recorded in line with Anti-bullying</i></p>	<p><i>SRE curriculum refers to same sex marriage and relationships.</i></p>	<p><i>A flexible PSHE and SRE curriculum responds to issues that affect children at home, school or in the community.</i></p>



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	<p><i>procedures and reported to parent and the County.</i></p> <p><i>SDQ and well-being checks via SENCO.</i></p>		
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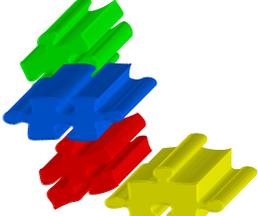


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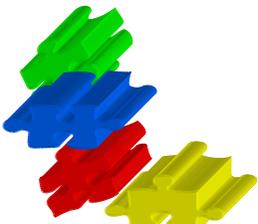
EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations ?
Race	<p><i>Healthier child initiative and protective behaviours means children will talk openly about concerns.</i></p> <p><i>Pupil views gathered regarding children feeling safe.</i></p> <p><i>Worry box in school to share anxieties.</i></p> <p><i>Anti-bullying Policy highlights racial discrimination.</i></p>	<p><i>Pupil surveys, anti-bullying and rich thematic curriculum.</i></p> <p><i>Protective behaviours work with identified children.</i></p> <p><i>All racial groups are represented on the website and in school publications.</i></p> <p><i>Parents are encouraged to come in and talk about their jobs etc.</i></p> <p><i>Anti-bullying week celebrated annually.</i></p>	<p><i>Governing Body is representative of a range of ethnic groups.</i></p> <p><i>Diversity across the curriculum is embedded in all year groups.</i></p> <p><i>Staffing at school not all White British.</i></p>
Disability	<p><i>One page profiles give the child's voice.</i></p> <p><i>Employ a Pastoral Assistant.</i></p> <p><i>Emergency evacuation plans/risk assessments when appropriate.</i></p>	<p><i>Regular review meetings.</i></p> <p><i>Open door policy.</i></p> <p><i>One page profile.</i></p> <p><i>Access different services to seek guidance where necessary.</i></p>	<p><i>Liaise with parents to identify support networks EHA.</i></p> <p><i>Employ a Pastoral Assistant.</i></p> <p><i>Offer parenting support through EHA.</i></p> <p><i>Signpost to networking opportunities.</i></p>



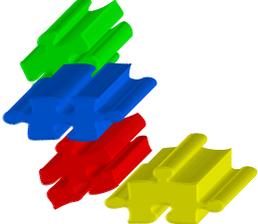
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	<p><i>All trips, including residential, are accessed by all learners.</i></p> <p><i>School has Supporting Children with Medical Needs Policy.</i></p>	<p><i>EHA</i></p> <p><i>ECHP</i></p>	<p><i>Policies protect different groups.</i></p>
Sex	<p><i>Ensure all pupils have equal curriculum access regardless of gender.</i></p> <p><i>Access to clubs and sporting opportunities are not gender specific.</i></p> <p><i>Boys and girls perform in line or above the national in reading, writing and maths in some classes the gender split is wider.</i></p>	<p><i>Rich and diverse curriculum.</i></p> <p><i>JLT.</i></p> <p><i>Surveys of pupils and parents.</i></p> <p><i>PSHE and protective behaviours.</i></p>	<p><i>PSHE</i></p> <p><i>Visitors modelling different jobs are representative of both sexes.</i></p> <p><i>Resources and language used by staff are not gender specific.</i></p>
Gender Reassignment	<p><i>Not applicable.</i></p>		
Pregnancy and Maternity	<p><i>Workforce procedures are followed with staff who are pregnant or on maternity leave.</i></p>	<p><i>KIT days</i></p>	<p><i>Keep up good communications.</i></p>
Age	<p><i>Risk assessments.</i></p> <p><i>Workforce procedures are followed with staff.</i></p>	<p><i>Science curriculum and PSHE address life cycles.</i></p> <p><i>Importance of respect is reinforced through the curriculum and Behaviour Policy.</i></p>	<p><i>Wider members of families are encouraged to volunteer in school.</i></p> <p><i>Volunteers from earlier generations are invited.</i></p>
Religion and Belief	<p><i>Learning about religion in RE is reinforced in assemblies.</i></p> <p><i>Access to multicultural books and artefacts are used throughout the</i></p>	<p><i>Access to multicultural books and artefacts are used throughout the school.</i></p> <p><i>The RE curriculum.</i></p>	<p><i>We celebrate faith days and have visitors representing all faiths.</i></p> <p><i>The RE curriculum reinforces similarities between religions and</i></p>



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	<p><i>school.</i></p> <p><i>Authorise religious holidays.</i></p> <p><i>The behaviour and anti-bullying policy.</i></p>		<p><i>supports understanding of religious practices.</i></p>
Sexual Orientation	<p><i>SRE Policy.</i></p> <p><i>Homophobic language is challenged, reported in line with anti-bullying and behaviour policies.</i></p>	<p><i>Adults throughout school model non-discriminatory behaviour.</i></p>	<p><i>We work with outside agencies to support if necessary.</i></p>

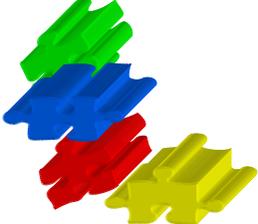


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EQUALITY OBJECTIVES

Protected characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation.	Advance equality of opportunity between people who share a protected characteristic and those who do not.	Foster good relations between people who share a protected characteristic and those who do not.
Race			Minority groups in the school feel that they are fully represented.
Disability	The Accessibility Plan will be written in line with legislation and changes to the school premises.	Children with SEND will make adequate progress from their starting points by the end of KS2.	
Sex		Boys will achieve in writing so that in each class they perform in line with national expectations. The gap between boys and girls in writing will be reduced so that there is no gender variation.	
Gender Reassignment	Review the SRE policy and PSHE curriculum.		
Pregnancy and Maternity			
Age			
Religion and Belief	The curriculum will reflect the diverse communities of the local population.		Education visits to places of worship.
Sexual Orientation			



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