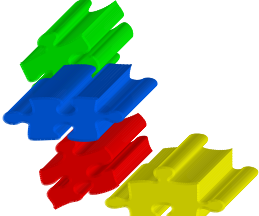


PUBLIC SECTOR EQUALITY DUTY

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EQUALITY INFORMATION

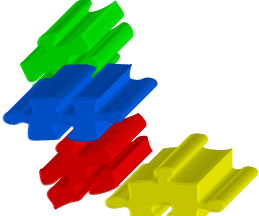
Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between 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 differences.</i></p> <p><i>School values instil respect and pride</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>On World Book Day diversity area launched in school library to promote equality and diversity.</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 differences.</i></p>



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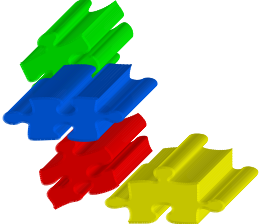
	<p><i>and inclusion for all.</i></p> <p><i>An annual celebration of black history month.</i></p> <p><i>RE curriculum covers 6 major world religions – new Cornerstones curriculum.</i></p> <p><i>Ethnic minority staff work at the school.</i></p> <p><i>Occupational Health can be accessed by staff to support their medical health and enables them to fulfil their role.</i></p> <p><i>EAL children perform in line with national averages.</i></p>		
<p>Disability</p>	<p><i>SEND data shows that SEND learners achieved the following progress in line with their peers from individual starting points.</i></p> <p><i>Reading – 80%</i></p> <p><i>Writing – 100%</i></p> <p><i>Maths – 80%</i></p> <p><i>(For those who did not receive age related expectations, their scale score was above 90).</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>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</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 differences.</i></p> <p><i>Staff model appropriate behaviour towards protected groups.</i></p> <p><i>SENCo is a Specialist Leader in Education.</i></p>



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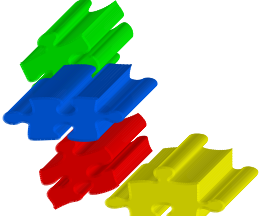
	<p><i>Classrooms reflect the needs of children, eg. access, decoration.</i></p> <p><i>One page profiles are shared with all key staff to foster understanding and support strategies.</i></p> <p><i>Records show that there have been no incidents of bullying related to disability.</i></p> <p><i>School visits are accessible to children with any disabilities.</i></p> <p><i>Classrooms have clear access points for disabled children to evacuate in emergency. Newly built fire exits have ramps. Newly installed pavilion has a ramp.</i></p>	<p><i>risk assessments for vulnerable children when necessary.</i></p> <p><i>Cluster sports tournaments specifically for children with SEND are attended.</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>RSE policy is in line with national statutory expectations.</i></p> <p><i>All pupils have equal access to the curriculum regardless of gender.</i></p> <p><i>Clubs are attended and offered to all</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>RSE tackles gender stereotypes and discusses healthy relationships.</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> <p><i>RSE curriculum .</i></p>



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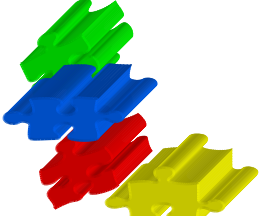
	<p><i>pupils.</i></p> <p><i>When appointing staff a fair and transparent practice is adhered to, to ensure equality.</i></p> <p><i>School visits have equivalent facilities for boys and girls.</i></p> <p><i>School staff are both male and female.</i></p> <p><i>Boys and girls perform in line with each other in reading, writing and maths.</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>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> <p><i>Staff toilets are “single occupant only”.</i></p> <p><i>RSE curriculum – including LGBTQ+ session for older children.</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</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</i></p>



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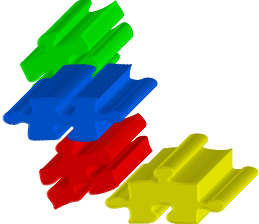
	<p><i>accessed by staff to support their medical health and enables them to fulfil their role.</i></p>		<p><i>considered in line with procedure.</i></p>
Age	<p><i>Recruitment procedures comply with equal opportunities legislation.</i></p> <p><i>Staff are supported and listened to with any issues linking to menopause.</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>The workforce at the school is of a varied age range.</i></p>	<p><i>Recruitment procedures comply with equal opportunities legislation. Flexible Working requests are considered in line with procedure</i></p>	<p><i>We welcome volunteers and educators of all ages to share their experiences with children.</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 (moral, cultural and spiritual reflection),</i></p> <p><i>Parents have the right to withdraw their children from religious education and/or collective worship.</i></p> <p><i>Data regarding religion is collected</i></p>	<p><i>Visitors from different faith communities are invited to school to speak to children.</i></p> <p><i>Children can wear items of clothing that reflect their religious beliefs.</i></p> <p><i>Uniform Policy gives guidance to wearing religious artefacts.</i></p> <p><i>PE Safety Policy gives guidance to staff regarding the wearing of certain</i></p>	<p><i>We visit different religious places of worship within our community.</i></p> <p><i>RE visitors to school encouraged.</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</i></p>



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	<p><i>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>School trips do not cut across any religious holidays.</i></p>	<p><i>clothing and artefacts during PE.</i></p>	<p><i>opportunity for children to broaden their knowledge of religions with local communities.</i></p> <p><i>RE curriculum explains major world religions.</i></p>
<p>Sexual Orientation</p>	<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 procedures and reported to parent and the County.</i></p>	<p><i>Pastoral sessions and support provided to any child who needs it, including external agencies such as MHST.</i></p>	<p><i>A flexible PSHE and RSE curriculum responds to issues that affect children at home, school or in the community.</i></p> <p><i>RSE curriculum – including LGBTQ+ session for older children.</i></p>

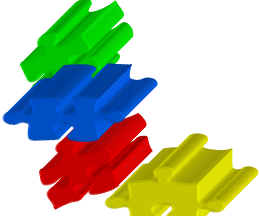


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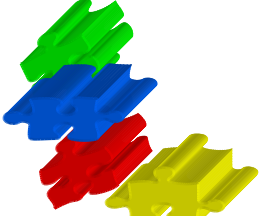
EQUALITY ENGAGEMENT

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 ?
Any protected characteristic	<p><i>Emotional Literacy Support Assistant takes identified pupils for interventions.</i></p> <p><i>Mental Health Lead in place.</i></p> <p><i>Mental Health First Aider being trained.</i></p> <p><i>School works closely with Mental Health Support Team and other external agencies, such as Service Six, offering therapy to children.</i></p> <p><i>Whole school mental health weeks.</i></p> <p><i>Vulnerable children identified and have regular check-ins by DSL/Pastoral lead.</i></p>	<p><i>Termly pupil anxiety surveys enable pupil views to be gathered regarding children feeling safe</i></p> <p><i>Worry eaters in every classroom for children to share worries.</i></p> <p><i>Anti-bullying week celebrated annually.</i></p> <p><i>Aspiration Days held and parents/carers encouraged to come and talk about their jobs.</i></p>	<p><i>Protective behaviours (delivered by Pastoral Lead) means children will talk openly about concerns.</i></p> <p><i>Emotion coaching means children will be able to regulate their emotions.</i></p>
Race	<p><i>Anti-bullying Policy highlights racial discrimination.</i></p>	<p><i>Pupil surveys, anti-bullying and rich thematic curriculum.</i></p>	<p><i>Governing Body is representative of a range of ethnic groups.</i></p>



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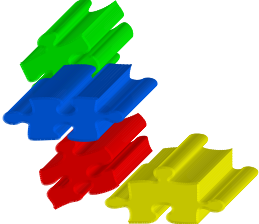
		<i>All racial groups are represented on the website and in school publications.</i>	<i>Diversity across the curriculum is embedded in all year groups.</i>
Disability	<p><i>One page profiles give the child's voice.</i></p> <p><i>Emergency evacuation plans/risk assessments when appropriate.</i></p> <p><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>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>EHA</i></p> <p><i>EHCP</i></p>	<p><i>Liaise with parents to identify support networks EHA.</i></p> <p><i>Offer parenting support through EHA.</i></p> <p><i>Signpost to networking opportunities.</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>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>Resources and language used by staff are not gender specific.</i></p>
Gender Reassignment	<i>Not applicable.</i>		
Pregnancy and Maternity	<i>Workforce procedures are followed with staff who are pregnant or on maternity leave.</i>	<i>KIT days</i>	<i>Keep up good communications.</i>
Age	<i>Risk assessments.</i>	<i>Science curriculum and PSHE address life cycles.</i>	<i>Wider members of families are encouraged to volunteer in school.</i>



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	<i>Workforce procedures are followed with staff.</i>	<i>Importance of respect is reinforced through the curriculum and Behaviour Policy.</i>	<i>Volunteers from earlier generations are invited.</i>
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 school.</i></p> <p><i>Authorise religious holidays.</i></p> <p><i>Make religious exceptions.</i></p> <p><i>The behaviour and anti-bullying policy.</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 supports understanding of religious practices.</i></p>
Sexual Orientation	<p><i>RSE Policy.</i></p> <p><i>Homophobic language is challenged, reported in line with anti-bullying and behaviour policies</i></p>	<i>Adults throughout school model non-discriminatory behaviour.</i>	<i>We work with outside agencies to support if necessary.</i>



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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			<i>We endeavour to invite more speakers from ethnic minority backgrounds to share their experiences.</i>
Disability		Children with SEND will continue to make adequate progress from their starting points by the end of KS2.	
Sex		Boys and girls will continue to perform in line with one another.	
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief			<i>We endeavour to invite more speakers share their religious beliefs.</i>
Sexual Orientation			