



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

| 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 | 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. | 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. |
| Disability | 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 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. Adjustments for staff with a disability are made where necessary and support is available if required. | The academy values of Independence, Respect, Engagement, Co-operation and Honesty are modelled throughout the school. The academy has links with specialist schools such as Rowangate, Friars and Maplefields. The school has also worked closely with Park junior School and accesses support for children with SMEH concerns. Where appropriate, children have accessed 'Seeds of Change' to support with bereavement / anxiety. Children |

| | | | |
|-------------------------|--|---|--|
| | Recruitment procedures comply with equal opportunities legislation. | | from EVPA 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. Adjustments to support children with ASD / ADD are made to support their learning. For example, the use of fidget toys, sensory breaks and ear defenders. |
| Sex | All progress and attainment data is analysed to look at difference between genders. The academy improvement plan seeks to address any gender issues identified. Pupil of the Week awards 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. | New clubs are sought to ensure take up by boys and girls is balanced. | Assemblies, a focus on the school values, the PSHE curriculum and the nurturing, inclusive culture of the school ensure that gender is not a barrier. |
| Gender Reassignment | Recruitment procedures comply with equal opportunities legislation. | Not applicable at present. | Not applicable. |
| Pregnancy and Maternity | The academy considers all requests for part time working from returning maternity leave | All staff are subject to the same terms and conditions and performance managed according to | Staff on maternity leave are invited to all staff social functions and are welcome at training days. Keeping |

| | | | |
|---------------------|--|---|--|
| | 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. | 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. | 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. |
| Age | 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, uncles, Mums, Nans and aunties. | Ecton Golden Oldies is a village club for older people. The children of EVPA visit their lunch club to sing to them. |
| Religion and Belief | All children take part in collective 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. | All pupils have the opportunity to 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. | Assembly themes reflect the cultural makeup of the academy. Local representatives are invited into the academy to support/participate in the celebration of different faith festivals and events. |
| Sexual Orientation | 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

| 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 | 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 where the Wellingborough Faith leaders deliver a workshop biannually to UKS2. |
| Disability | 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 are available in the academy. | In excess of 10 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. |
| Sex | Equal opportunities for both sexes for both staff and pupils are promoted. All parents are welcomed and involved in their | Progress of boys and girls is tracked separately to ensure that any gap can be identified and addressed. | Curriculum planning and engagement with parents around supporting home learning. |

| | | | |
|-------------------------|--|--|--|
| | child's learning regardless of gender. | | |
| Gender Reassignment | HAT policy is in place to guide and support where children or families have this protected characteristic. | N/A | N/A |
| Pregnancy and Maternity | 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. |
| Age | Staff, volunteers and Directors reflect the wide age range. | 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. |
| Religion and Belief | Explain in RE what being a member of various religions entails. Inviting people of different religions to collective worship and to workshops. | The Wellingborough Interfaith group which comprises 6 different faiths works with groups of children in school. | Visitors in school and visits to places of worship. |
| Sexual Orientation | Equal opportunities recruitment procedures in place. | | |

EQUALITIES OBJECTIVES AND ACTION PLAN

September 2022- September 2024

| Objective Please give an end date/timescale to each action (ie by) | Which protected group(s) will this most affect/influence | How will we know we have achieved the objective? | Lead and other key players | Actions Please give an end date/timescale to each action (ie by.....) | Annual Red/Amber/Green rating | Monitored by |
|---|---|---|---|---|--|---------------------|
| Annual training for staff will result in an increased understanding of equality and how it differs from equity. | All protected groups | <ul style="list-style-type: none"> Staff will demonstrate their understanding through actions and dialogue when dealing with children and families. Staff will demonstrate their understanding through their choices of discussion and language used in conversations with their colleagues. Professional discussions will indicate that staff understand their responsibility to provide equality | <ul style="list-style-type: none"> All staff | <ul style="list-style-type: none"> Definition of equality to be included in the annually reviewed Inclusion policy Annual CPD for all staff to reiterate the definitions and expectations of the Equality Act and advice for schools. | March 2023 March 2023 January 2023 | Principal and CEO |

| | | | | | | |
|---|----------------------|---|---|---|---|----------------------|
| 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"> Adults will model the appropriate language at all times for colleagues and children. Children will be taught about the protective characteristics and the laws around them, this will happen through the curriculum and assemblies rather than explicitly. | <ul style="list-style-type: none"> All staff | <ul style="list-style-type: none"> CPD April 2019, then annually, to look at the government advice on protective characteristics for schools. Share the updated Ecton Village Academy Equality Workbook each year in CPD, focus on actions to develop and improve practice and ethos. | <p>April 2023</p> <p>March 2023</p> <p>January 2023</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"> The Principal will alert teachers to children who have a different sexual orientation or have expressed a desire for gender reassignment. Teachers will consider equality for all protected characteristics when planning the children's day to day curriculum and events. | <ul style="list-style-type: none"> The Principal Class Teachers | <ul style="list-style-type: none"> Transition information shared with new class teachers in readiness for new academic year. Principal to update class teachers, where relevant. | <p>September 2022</p> <p>September 2022</p> <p>September 2022</p> | Principal & CEO |

| | | | | | | |
|---|------|---|--|--|--|-----------------|
| 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"> Displays in each classroom/area will celebrate the identity of all children. Children will talk about ethnicity & race with understanding. The new curriculum includes learning about Great Britons, and celebrates diversity | <ul style="list-style-type: none"> Class Teachers | <ul style="list-style-type: none"> Annual induction topic to be completed in Reception 'All About Me' KS1 and KS2 look at the local area and our place in it. Focus on identity of children and celebrating their individuality. (September 20, 21, 22) | September 2022 September 2022 September 2024 | Principal & CEO |
| The EVPA 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"> Curriculum planning and policies will show opportunities for learning about race and ethnicity. Recorded learning in children's books will reflect context Displays around academy will reflect Race & ethnicity Academy assemblies, events and celebrations will reflect the race & ethnicity of the children | <ul style="list-style-type: none"> The Principal | <ul style="list-style-type: none"> At start of year analysis of SIMS data to identify main race groups in classes, year groups & schools. Use of this data to inform curriculum planning in year groups to ensure include opportunities to link context for learning to race & ethnicity. Planned assemblies reflect the main groups across the school. | September 2022 September 2022 September 2022 | Principal & CEO |

| | | | | | | |
|---|---------------------|--|---|--|--|-----------------|
| | | <ul style="list-style-type: none"> Reviewed academy curriculum for 2020-2021 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"> SENCO will manage the SEND register and communicate with relevant staff. Continued increase in numbers of children identified on SEND register. All teachers are aware of the needs and make appropriate adjustments for children with SEND Academy systems to monitor and evaluate the SEND register will be established and reviewed. | <ul style="list-style-type: none"> SENCo Class teachers | <ul style="list-style-type: none"> SEND register shared with class teachers (regularly in year) SENCO support sessions available for all class teachers across the year. Monitoring of provision for all SEND children is carried out regularly (SENCO and Principal). Feedback and CPD provided where necessary. | <p>September 20202</p> <p>September 2022</p> <p>September 2022</p> | Principal & CEO |
| Updated Northamptonshire RE curriculum is implemented in all year groups. | Religion and Belief | <ul style="list-style-type: none"> Curriculum planning will reflect the RE curriculum. Children's recorded learning, displays and class books will reflect the RE curriculum. | <ul style="list-style-type: none"> The Principal Class Teachers | <ul style="list-style-type: none"> Principal to monitor coverage through planning, children's recorded learning, displays, events and class books. | Sept 2022 | Principal & CEO |

| | | | | | | |
|---|---------------------------|--|--|--|--|-----------------|
| | | <ul style="list-style-type: none"> Assemblies and events will reflect the RE curriculum. | | | | |
| All children will have an opportunities to further develop their understanding of the terms 'race, religion & belief' mean and how they and others identify themselves. | Race, Religion and Belief | <ul style="list-style-type: none"> Displays in each classroom/areas will celebrate the identity of all children. Children will talk about religion & belief with understanding. Children will talk about race with understanding. | <ul style="list-style-type: none"> Class Teachers | <ul style="list-style-type: none"> Focus on identity of children and celebrating their individuality. | September 2022 September 2022 September 2022 | Principal & CEO |