



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	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.	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. Children from EVPA take part in regular Project Ability sports events which focus on children with additional needs. Adjustments are

	deemed appropriate to their needs. Allowances are made for hospital visits etc.		made for children with additional needs where relevant.
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 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.

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 and uncles reading and 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.
Disability	Parents and carers of children with SEND are asked for their opinions at review meetings. All groups of	In excess of 10 days of Educational Psychologist time is commissioned in order to identify and support and	Liaison with parents and outside agencies. Signposting support

	children are tracked to identify anyone not making at least expected progress from their starting points. Disabled toilets are available in the academy.	identify children with SEND. External agencies used to advise and intervene with children with SEND.	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 child's learning regardless of gender.	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.
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	The Wellingborough Interfaith group which comprises 6 different	Visitors in school and visits to places of worship.

	collective worship and to workshops.	faiths works with groups of children in school.	
Sexual Orientation	Equal opportunities recruitment procedures in place.		

EQUALITIES OBJECTIVES AND ACTION PLAN

September 2018- September 2020

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	All protected groups	<ul style="list-style-type: none"> Staff will demonstrate their understanding through actions and dialogue when dealing 	<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 	January 2019	Principal & Head of Primary Education

<p>equality and how it differs from equity.</p>		<p>with children and families.</p> <ul style="list-style-type: none"> • 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"> • Annual CPD for all staff to reiterate the definitions and expectations of the Equality Act and advice for schools. • Recent document from Dfe Mental Health and behaviour in schools (Nov 18) shared with all staff. (Jan 19) 	<p>January 2020</p> <p>January 2021</p>	
<p>All staff will learn about the protected characteristics and the duty of the academy to consider and ensure no discrimination against them.</p>	<p>All protected groups</p>	<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 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 2019</p> <p>Januarys 2020</p> <p>January 2021</p>	<p>All protected groups</p>

<p>All class teachers will have an understanding of the protective characteristics applicable to the children in their classes.</p>	<p>All protected groups</p>	<ul style="list-style-type: none"> • Class profiles will be in place for all classes with relevant characteristics identified. • 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"> • Class teachers • The Principal • Class Teachers 	<ul style="list-style-type: none"> • Transition information shared with new class teachers in readiness for new academic year. • Class profiles produced and updated 3x each academic year. • Principal to update class teachers, where relevant. 	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	<p>Principal & Head of Primary Education</p>
<p>All children will have an opportunities to further develop their understanding of the terms 'race & ethnicity' mean and how they identify themselves.</p>	<p>Race</p>	<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. 	<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 18, 19,20) 	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	<p>Principal & Head of Primary Education</p>

<p>The EVPA Curriculum has explicit opportunities to learn about ethnicity and race within the context of their curriculum topics and assemblies.</p>	<p>Race</p>	<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 Reviewed academy curriculum for 2019-20 will also reflect above points. 	<ul style="list-style-type: none"> The Principapl 	<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. 	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	<p>Principal & Head of Primary Education</p>
<p>All children with additional needs will be identified and appropriate support or intervention will be in place (or in process).</p>	<p>Disability</p>	<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. 	<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 	<p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	<p>Principal & Head of Primary Education</p>

		<ul style="list-style-type: none"> 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. 		carried out regularly (SENCO and Phase Leaders). Feedback and CPD provided where necessary.		
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. LB to attend training on the new curriculum Children's recorded learning, displays and class books will reflect the RE curriculum. Assemblies and events will reflect the RE curriculum. 	<ul style="list-style-type: none"> The Principal LB Class Teachers 	<ul style="list-style-type: none"> LB to disseminate training about new curriculum (Sept 18) Principal to monitor coverage through planning, children's recorded learning, displays, events and class books. 	Dec 18	Principal & Head of Primary Education
All children will have an opportunities to further develop their understanding of	Race, Religion and Belief	<ul style="list-style-type: none"> Displays in each classroom/areas will celebrate the identity of all children. 	<ul style="list-style-type: none"> Class Teachers 	<ul style="list-style-type: none"> Focus on identity of children and celebrating their individuality. 	September 2018 September 2019 September 2020	Principal & Head of Primary Education

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