

EQUALITY ACT 2010

THE PUBLIC SECTOR EQUALITY DUTY

**The information contained in this duty reflects the practices of Finedon Schools
September 2017**

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaces the existing Race, Disability and Gender Equality Duties.

The 3 aims of the General Duty are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The eight protected characteristics/groups:

- Age (as an employer – but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

STAGE 1 : EQUALITY INFORMATION (updated September 2017)

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 to further narrow the gap?	How do we foster good relations between people who share a protected characteristic and those who do not?
<p>Race</p>	<p>Racial incidents are recorded and sanctioned within the Northamptonshire County Council guidance. Parents of both the aggressor and Victim are supported.</p> <p>Assemblies provide opportunities to promote racial equality, positive differences and similarities.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p> <p>Partnership with a school in Uganda eliminates difference between countries and cultures.</p> <p>We aim to include at least one topic with an international focus in each two year cycle of our Curriculum. Summer 2016 each class studied an aspect of Rio in Brazil through the Olympic Games theme, thereby celebrating cultural difference.</p>	<p>All pupils have equal curriculum access, regardless of race.</p> <p>Clubs are offered to all pupils.</p> <p>The school values reflect our commitment to equality irrespective of race.</p> <p>Parents are offered the opportunity to have essential information translated.</p>	<p>Whole School Assemblies.</p> <p>Curriculum response to Global/International issues.</p> <p>School Library resourced with books which promote cultural differences.</p> <p>Links with people from a range of cultures, for example the Bedford faith tour, a Jewish visitor to the school and a Muslim to develop positive relations.</p> <p>Teachers/School Staff are encouraged and supported to undertake international visits so pupils learn from first hand experience. Three members of staff visited Uganda in the Summer holidays of 2013. The Watoto Children’s Choir is due to visit the school January 2018 and a teacher is due to visit Uganda again in May 2018.</p>

	<p>Incidents of race are reported to the governing body through the HT report.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>		<p>Through the Erasmus funded projects teachers have visited Malaga, Bologna and Finland to study an aspect of educational systems in those countries, directly impacting on provision in our own schools.</p>
Disability	<p>Wheelchair users can access the school through the school car parks, avoiding steps. There is a disabled toilet at the infant school in both buildings.</p> <p>At the juniors there is a ramp to the front door main entrance and the school is on one level. There is a disabled toilet. There is also flat access to the playground.</p> <p>Inclusion Policy reflects school practice in ensuring all learners make progress.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p> <p>The SENCo liaises with agencies that provide support listed on Statements or recommended by healthcare professionals.</p> <p>Incidents that are as a result of a disability are reported to the governing body through the HT report.</p>	<p>All pupils have equal curriculum access, regardless of disability.</p> <p>Clubs are offered to all pupils.</p> <p>The school values reflect our commitment to equality irrespective of disability.</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child. For example, school letters are shared on a personal level.</p> <p>Risk Assessments are created and implemented for those pupils who have high levels of need.</p> <p>Adaptations to staff working arrangements when necessary.</p>	<p>Whole School Assemblies, visitors to Assemblies, such as hearing dogs for the deaf and dogs for the blind.</p> <p>The infant school raised money to sponsor three Guide Dog puppies.</p> <p>School Library resourced with books which promote individualities.</p> <p>PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</p>

<p>Sex</p>	<p>Our rigorous work with data identifies gender differences and interventions are set to narrow any gaps.</p> <p>Our Sex and Relationships Policy guides our practice in our approach to teaching of gender specific health issues/ matters.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p> <p>The school nurse makes visits to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p> <p>All pupils have equal curriculum access, regardless of gender.</p> <p>Clubs are offered to all pupils.</p> <p>The behaviour policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>	<p>All pupils have equal access to the curriculum, regardless of gender.</p> <p>Clubs are offered to all pupils.</p> <p>The school values reflect our commitment to equality irrespective of gender.</p> <p>School uniform is unisex.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process</p>	<p>Assemblies.</p> <p>Jigsaw PHSE curriculum, circle time.</p> <p>Rich and diverse curriculum opportunities/experiences.</p> <p>Visits and visitors provide role models representing both genders.</p>
<p>Gender Reassignment</p>	<p>Emotional health and well being of pupils /staff is of paramount importance.</p> <p>To support pupils, we offer a range of emotional well being interventions</p>	<p>All pupils have equal curriculum access, regardless of gender</p> <p>Clubs are offered to all pupils.</p> <p>Our school values reflect our</p>	<p>Assemblies</p> <p>Circle time/Jigsaw PHSE curriculum</p> <p>Rich and diverse curriculum opportunities/experiences.</p>

	<p>that are decided upon as a result of undertaking assessments, such as the Boxall Profile.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p>	<p>commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</p>	
Pregnancy and Maternity	<p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p> <p>Emotional health and well being of staff is of paramount importance</p> <p>Staff have access to Employee Assist if they feel it is necessary.</p> <p>Staff referred to Medigold to ensure health and well being enables them to fulfill their role.</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Adaptations to staff working arrangements as necessary.</p>	<p>Adaptations to staff working arrangements as necessary.</p>
Age	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p> <p>Emotional health and well being of staff is of paramount importance. Staff have access to Employee Assist if they feel it is necessary.</p> <p>Staff referred to Medigold to ensure health and well being enables them to fulfill their role.</p>	<p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p>	<p>Assemblies</p> <p>Circle time/Jigsaw PHSE curriculum</p> <p>Rich and diverse curriculum opportunities/experiences</p>

<p>Religion and Belief</p>	<p>All pupils are offered the Northamptonshire agreed syllabus for RE.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>All parents are offered the right to withdraw their pupils from RE and collective worship.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p> <p>Staff beliefs are respected and catered for.</p> <p>Racial/religious incidents are recorded and sanctioned within Northamptonshire County Council guidelines. Parents of both the aggressor and victim are supported.</p> <p>Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</p> <p>Incidents of race/attack of religion are reported to the governing body through the HT report. When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>	<p>All pupils have equal curriculum access, regardless of race.</p> <p>Clubs are offered to all pupils.</p> <p>Our school values reflect our commitment to equality irrespective of religious belief.</p> <p>Religious Celebration days are recorded as an authorised absence</p> <p>Pupils/staff permitted to wear items of clothing alongside their school uniform that reflect their religious belief.</p>	<p>Assemblies.</p> <p>Circle time/Jigsaw PHSE curriculum.</p> <p>Rich and diverse curriculum opportunities/experiences.</p> <p>R.E educational visits which develop positive relations.</p> <p>Visitors to school to support R.E. curriculum</p> <p>Teachers/School Staff encouraged and supported to undertake international visits so pupils learn from first hand experience. Three members of staff visited Uganda in the summer holidays of 2013. A member of staff is due to re-visit in May 2018. The Watato Children's choir are due to perform at the Junior School Jan 2018.</p>
-----------------------------------	---	---	--

<p>Sexual Orientation</p>	<p>Emotional health and well being of pupils /staff is of paramount importance.</p> <p>To support pupils, we offer a range of emotional well being interventions that are decided upon as a result of undertaking assessments, such as the Boxall Profile.</p> <p>A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.</p> <p>The school nurse makes visits to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p>	<p>All pupils have equal curriculum access, regardless of gender/sexual orientation.</p> <p>Clubs are offered to all pupils.</p> <p>Our school values reflect our commitment to equality irrespective of gender/sexual orientation.</p> <p>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</p>	<p>Assemblies.</p> <p>Circle time/Jigsaw PHSE curriculum.</p> <p>Rich and diverse curriculum</p>
----------------------------------	---	---	--

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	<p>Strong work to prevent bullying in school through our PSHE curriculum and assemblies and our participation in anti-bullying week activities.</p> <p>Pupils views gathered to ensure pupils have the chance to indicate if they feel safe.</p> <p>Pupils of a different race are encouraged to share in school their cultural traditions.</p>	<p>Rich and diverse curriculum.</p> <p>School Council.</p> <p>Pupil Surveys.</p> <p>PSHE curriculum to challenge pupil thinking.</p>	<p>Visits into the local community, for example Year 5/6 faith tour in Bedford 2017.</p> <p>Recent visitors to school include a Muslim visitor and a Jewish visitor. .</p> <p>PSHE curriculum to challenge pupil thinking.</p> <p>Celebration of Special Days through Assembly themes.</p>
Disability	<p>The whole ethos of our school supports and values pupils with disabilities and pupils are supported as required.</p>	<p>Staff training; Individual/whole team as required.</p> <p>Pupil Alerts on display in Staff room for all involved with the child to see.</p> <p>Multi agency working with Health Care professionals.</p>	<p>The whole ethos of our school supports and values pupils all pupils, regardless of their individual needs.</p>
Sex	<p>All pupils have equal curriculum access, regardless of gender.</p> <p>Clubs are offered to all pupils Our School values reflect our commitment to equality irrespective of gender.</p>	<p>A rich and diverse curriculum.</p> <p>School Council</p> <p>Pupil/Parental Surveys.</p> <p>PSHE curriculum to challenge pupil thinking.</p>	<p>Assemblies.</p> <p>Circle time/PHSE curriculum. Rich and diverse curriculum opportunities/experiences. Visits and visitors/role models representing both genders.</p>

Gender Reassignment	Not applicable As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.	As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.	As far as we are aware there are no staff, pupils or parents for whom this is currently relevant.
Pregnancy and Maternity	Not applicable to pupils as primary age children. Workforce procedures are followed with staff that are pregnant or on maternity leave.	Not applicable to pupils as primary age children.	Not applicable to pupils as primary age children.
Age	Workforce procedures are followed with staff.	Pupils are taught about the importance of respect to all and this is reinforced through our school rules and sanctions of the Behaviour Policy.	Wider family members of all ages are encouraged to help in school and attend events and celebrations. Pupils experience relationships with older generations through community projects, such as entertaining the over 60 club.
Religion and Belief	Learning about religion within R.E is reinforced through assemblies. Access to multicultural books and faith books and artifacts throughout the school. Parents with English as a second language are supported through translators when required.	Access to multicultural books and faith books and artifacts. Parents with English as a second language are supported through translators when required.	Visits to places of worship such as a temple as part of the R.E. curriculum. Multi Faith Visitors to school to share information about their faith, for example a Jewish visitor.
Sexual Orientation	A parent support advisor is employed by the schools and her direct work with parents enables her to signpost support as necessary.	Positive role models throughout the school regardless of their sexual orientation. Respect and value for each other's personal identity reinforced as a school value.	Parent support advisor to sign post support.

STAGE 3 - EQUALITY Summary statement of effectiveness

Following the gathering of evidence for Stage 1 and Stage 2 it is clear that we have policies and practices securely in place to protect those individuals who fall within the protected characteristics.

A caring, nurturing ethos permeates the schools and as a result pupils demonstrate a well developed understanding of tolerance, fairness and forgiveness, displaying positive attitudes towards each other and adults.

In accordance with our mission statement and school values we endeavour:

- to respect the equal human rights of all our pupils, staff and other members of our community
- to positively promote equality and diversity
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to educate pupils about equality.

We are very flexible in our curriculum which allows us to respond to incidents that occur within school, nationally or globally.

Our school population is predominantly white British, with very few pupils from ethnic minorities, as is the local community of Finedon. Christianity is the major faith of our pupils. Lack of exposure to a more diverse school population means that it is of great importance that we strengthen our teaching and provide greater opportunities to promote awareness and understanding of cultural diversity in order to greater prepare our pupils for life in our multicultural society.

Stage 5: EQUALITIES OBJECTIVES ACTION PLAN

SEPTEMBER 2016 (must be updated at least every 4 years)

Objective	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.....)
To improve the quality of relationships between our pupils and those of different race and religious backgrounds	Race Religion and Belief	Greater interactions within the community with people from different religious backgrounds and race	RE subject leader Team leaders	<p><i>By end of the academic year 2017/2018, all pupils to have either visited a place of worship from a religion other than Christianity or have experienced a visitor from a faith other than Christianity.</i></p> <p><i>Curriculum maps to show these opportunities mapped, so that become embedded in the curriculum.</i></p>
To develop a greater awareness and understanding of cultural diversity	Race	Pupil and parent surveys will indicate a greater awareness of today's multicultural society	Team leaders	<p>Y5/6 Bedford Faith Tour Autumn 2016. Strengthen our links with the School in Uganda. Watato children's choir visiting the school January 2018. Teacher visiting Uganda May 2018.</p> <p>Develop a link with another School in England that has a contrasting pupil population in terms of race.</p>