



## **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**

<b>Protected characteristics</b>	<b>Aims of the general duty</b>		
	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
<b>Race</b>	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.	Take up of extracurricular clubs and extended schools activities by ethnic minorities is good. All children attend visits and trips. Incidents of racism are rare.	We are a multicultural and diverse school. The curriculum reflects the diversity of the local area. Our Academy values foster our diversity.
<b>Disability</b>	The academy keeps accurate records of the additional needs of pupils with a disability. 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 join extra-curricular clubs and 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 school values are Responsibility, Perseverance, Patience, Cooperation, Respect, Integrity & Aspiration are modelled throughout the school. The academy has links with specialist schools such as Rowangate, Friars and Maplefields.

<b>Sex</b>	All progress and attainment data is analysed to look at difference between genders. The academy	Clubs are all open to both sexes. New clubs are sought to ensure take up by boys and girls is	The academy focuses on our values which promote positive learning behaviour and
	improvement plan seeks to address any gender issues identified. Victastic awards, School Council etc.... 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.	balanced.	attitudes. Each class works as a team to identify and improve the identified behaviour so that they are more successful together.
<b>Gender Reassignment</b>	Recruitment procedures comply with equal opportunities legislation.	Not applicable at present.	Not applicable.
<b>Pregnancy and Maternity</b>	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.

<b>Age</b>	Staff profile shows recruitment across the age range.	Directors recruit according to the requirements of the post. HAT application forms do not show a date of birth.	Pupils are given responsibility in school regardless of their age. All age groups form the school council.
<b>Religion and Belief</b>	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. We follow the Northamptonshire agreed syllabus for RE .	Assembly themes reflect the cultural makeup of the academy. We use staff and pupils personal knowledge of world religions to support our curriculum.
<b>Sexual Orientation</b>	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**

<b>Protected characteristics</b>	<b>Aims of general duty</b>		
	<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>
<b>Race</b>	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.	Visits and visitors from the local area, including religious groups where appropriate to support the curriculum and learning in school.

<b>Disability</b>	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 available in 3 locations across the academy. Lift available for all second floor areas.	In excess of 40 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.
<b>Sex</b>	Equal opportunities for both sexes for both staff and pupils are promoted.	The academy improvement plan targets identified specific gender issues where these occur.	Curriculum planning and engagement with parents around supporting home learning.

<b>Gender Reassignment</b>			
<b>Pregnancy and Maternity</b>	Not applicable with regard to pupils. Pregnant staff are surveyed to ensure procedures are fair.	Flexible working hours/job shares Support as required during pregnancy and maternity leave.	
<b>Age</b>	Staff, volunteers and Directors reflect the wide age range.		
<b>Religion and Belief</b>	Explain in RE what being a member of various religions entails.		Visitors in school and visits to places of worship.

<b>Sexual Orientation</b>	Equal opportunities recruitment procedures in place.		
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## EQUALITIES OBJECTIVES AND ACTION PLAN

*September 2025 – July 2026*

<b>Objective</b> Please give an end date/timescale to each action (ie by....)	<b>Which protected group(s) will this most affect / influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions</b> Please give an end date/timescale to each action (ie by.....)	<b>Annual Red/Amber / Green rating</b>	<b>Monitored by</b>
Annual training for staff will result in an increased understanding of equality and how it differs from equity	All protected groups.	<input type="checkbox"/> Staff will demonstrate their understanding through actions and dialogue when dealing with children and families <input type="checkbox"/> Professional discussions will indicate that staff understand their responsibility to provide equality	<ul style="list-style-type: none"> <li>• Inclusion leader</li> <li>• SMT</li> <li>• All staff</li> </ul>	<input type="checkbox"/> Definition of equality to be included in Inclusion policy <input type="checkbox"/> Image that shows the difference between equality & equity displayed in staff areas <input type="checkbox"/> CPD for all staff to reiterate the definitions and expectations of the Equality Act and advice for schools Understanding of equality and how it differs from equity to be included as part of induction for new members of staff	Amber	Principal & CEO

Pupils will have opportunities to further develop their understanding of the terms 'race & ethnicity' mean and how they identify themselves.	Race	<ul style="list-style-type: none"> <li>Children will talk about ethnicity &amp; race with understanding</li> <li>Children will feel confident and comfortable to talk about race and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>☐ PSHE leader</li> <li>☐ Inclusion Leader</li> <li>☐ Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>☐ . Focus on identity of children and celebrating their individuality through celebrations and events</li> </ul>	- Green	Principal & CEO
All children will have further opportunities to learn about ethnicity and race within the context of their curriculum topics and assemblies.	Race	<ul style="list-style-type: none"> <li>Recorded learning in children's books will reflect context</li> <li>Displays around academy will reflect Race &amp; ethnicity</li> <li>Academy assemblies, events and celebrations will reflect the race &amp; ethnicity of the children</li> </ul>	<ul style="list-style-type: none"> <li>☐ Principal PSHE leader</li> <li>☐ Inclusion Leader</li> </ul>	<ul style="list-style-type: none"> <li>☐ Class profiles identify main race groups in classes, year groups &amp; schools.</li> <li>☐ Use of this data to inform curriculum planning in year groups to ensure include opportunities to link context for learning to race &amp; ethnicity.</li> <li>☐ Planned assemblies reflect the main groups across the school.</li> </ul>	- Green	Principal & CEO
Procedures for pupils with SEND will be reviewed regularly to ensure support is in place for all needs	Disability	<ul style="list-style-type: none"> <li>Continued increase in numbers of children identified on SEND register</li> <li>All teachers are aware of the needs and make appropriate adjustments for children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>☐ Inclusion Leader</li> <li>☐ Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>☐ Monitoring of provision for all SEND children is carried out regularly</li> <li>☐ Class teachers use their knowledge of pupils with SEND to support them effectively</li> </ul>	Green	Principal & CEO
Children will have further opportunities to learn about 'age' within the context of their curriculum topics and assemblies	Age	Recorded learning in children's books will reflect age context has been included Academy assemblies, events and celebrations will reflect age as a context for discussions and analysis	<ul style="list-style-type: none"> <li>☐ Phase Leaders</li> <li>☐ Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>☐ Planned events, visitors, trips and workshops reflect that age has been considered and included as the context where relevant</li> <li>☐ Planned curriculum learning reflects that where relevant age has been included for discussion or consideration</li> </ul>	Green	Principal & CEO