



-Little Harrowden Community Primary School

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## **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*



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?
<b>Race</b>	<p><i>Racial incidents are recorded and sanctioned within the guidance of the Behaviour and Anti-Bullying policies. Evidence in Behaviour File. Governors are aware of such incidents and they are recorded in minutes.</i></p> <p><i>Internal and national data is analysed to ensure that all groups have similar outcomes.</i></p> <p><i>Recruitment practices are in line with the LA model.</i></p> <p><i>Assemblies and regular RE and SMSC lessons develop children's awareness of race and celebrate difference.</i></p> <p><i>Well-being wheel, protective behaviours and talking box encourage children to discuss concerns.</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>We organise visits from the local ethnic community.</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 difference.</i></p>



	<i>The demographic of the Governing body represents a broad ethnic mix and represents our demographic well.</i>		
<b>Disability</b>	<p><i>SEN data shows that children with SEN make progress in line with their peers from their individual starting points.</i></p> <p><i>Barriers to SEND are removed through access to resources such extra adults, equipment and external support.</i></p> <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>All children have equal access to the curriculum regardless of disability, 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>Accessibility plan</i></p> <p><i>Individual emergency evacuation plans are written for all vulnerable children.</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 good in school and children actively support each other and seek to understand difference</i></p> <p><i>Staff model appropriate behaviour towards protected groups.</i></p> <p><i>School is a member of the Fairfield's teaching school alliance.</i></p> <p><i>SENCo is a Specialist Leader in Education (SEND)</i></p>
<b>Sex</b>	<i>School tracks internal and national data to ensure that all groups attain similar outcomes and act upon</i>	<p><i>Access to the curriculum for all.</i></p> <p><i>Access to sporting and other events</i></p>	<p><i>Class assemblies</i></p> <p><i>PSHE curriculum</i></p>



	<p>concerns.</p> <p>Resources such as texts books are carefully chosen to ensure that gender bias is eliminated.</p> <p>SRE policy has a focus on relationships and equal opportunities.</p> <p>All pupils have equal access to the curriculum regardless of gender.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>When appointing staff a fair and transparent practice is adhered to ensure equality.</p>	<p>is non-discriminatory.</p> <p>School uniform is unisex.</p> <p>When appointing staff a fair and transparent practice is adhered to ensure equality.</p> <p>Challenge stereotyping of gender roles.</p> <p>SRE actively tackles gender stereotypes and discusses healthy relationships.</p>	<p>Giving children opportunities to try different clubs and sports regardless of gender.</p> <p>Visitors reflect good role models.</p>
<b>Gender Reassignment</b>	<p>Recruitment procedures comply with equal opportunity legislation.</p> <p>Mufti and fancy dress days are non-gender specific allowing children to express themselves without judgement.</p> <p>SDQ assessments completed by behaviour mentor.</p> <p>Drawing and talking can be accessed if necessary through school.</p> <p>School nurse parent drop-in sessions</p>	<p>All pupils access the curriculum regardless of gender.</p> <p>When appointing staff a fair and transparent practice is adhered to ensure equality.</p>	<p>Not Applicable</p>



	<i>and referrals are available.</i>		
<b>Pregnancy and Maternity</b>	<p><i>Recruitment procedures comply with equal opportunity legislation.</i></p> <p><i>Emotional wellbeing and health is of importance to the school.</i></p> <p><i>Staff have access to NCC employee assist</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>Risk assessments are undertaken when a member of staff announces pregnancy.</i></p> <p><i>Attendance policy and special leave requests to attend hospital appointments are treated favourably.</i></p>	<p><i>Adaptations to staff working as necessary.</i></p> <p><i>KIT days are encouraged and regular contact made.</i></p>
<b>Age</b>	<p><i>Recruitment procedures comply with equal opportunity legislation.</i></p> <p><i>Emotional wellbeing and health is of importance to the school.</i></p> <p><i>Staff have access to NCC employee assist</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>Recruitment procedures comply with equal opportunity legislation.</i></p>	<p><i>We welcome volunteer and educators of all ages to share their experiences with children.</i></p> <p><i>The curriculum, including PSHE /SRE supports children's understanding of the aging process.</i></p>
<b>Religion and Belief</b>	<p><i>All pupils are offered the Northampton Syllabus for RE.</i></p> <p><i>All children take part in collective worship.</i></p> <p><i>All pupils are offered visits to a</i></p>	<p><i>Visitors from different faith communities are invited to school to speak to children.</i></p> <p><i>The right to withdraw a child from RE is observed. However this is rare.</i></p>	<p><i>RE visitors to school.</i></p> <p><i>Education visits to places of worship.</i></p> <p><i>Recruitment procedures comply with equal opportunity legislation.</i></p>



	<p><i>variety of places of worship.</i></p> <p><i>Data regarding religion is collected 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>Children can wear items of clothing that reflect their religious beliefs.</i></p>	<p><i>Parents are encouraged to share their religious beliefs to support the curriculum.</i></p>
<p><b>Sexual Orientation</b></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 parents and the county.</i></p> <p><i>SDQ and well-being checks via Behaviour Support Worker.</i></p>	<p><i>SRE curriculum refers to same sex marriage and relationships.</i></p>	<p><i>A flexible PSHE and SRE curriculum responds to issues that affect children at home, school or in the wider community.</i></p>



Protected characteristics	Aims of general duty		
	<p><b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b></p>	<p><b>How have we engaged with the protected groups in order to advance equality of opportunity?</b></p>	<p><b>How do we engage with protected groups in order to foster good relations?</b></p>
<p><b>Race</b></p>	<p><i>Healthier child initiative and protective behaviours means children will talk opening about concerns.</i></p> <p><i>Pupil views gathered regarding children feeling safe</i></p> <p><i>Worry boxes, well-being wheel.</i></p> <p><i>School council carried out safe places questionnaire.</i></p> <p><i>Anti-bullying Policy highlights racial discrimination</i></p>	<p><i>Pupil surveys, anti-bullying and rich thematic curriculum.</i></p> <p><i>Protective behaviours.</i></p> <p><i>All racial groups are represented on the website and in school publications</i></p> <p><i>Parents are encouraged to come in and talk about their jobs etc...</i></p>	<p><i>Multicultural awareness day</i></p> <p><i>Governing Body is representative of a range of ethnic groups.</i></p>
<p><b>Disability</b></p>	<p>We celebrate Down's Syndrome day etc...</p> <p>One page profiles give the child's voice</p> <p>Employ a behaviour and Pastoral Mentor</p> <p>Emergency evacuation plans</p> <p>All trips including residential are accessed by all learners including</p>	<p>Regular review meetings</p> <p>Open door policy</p> <p>One page profile</p> <p>Access different services to seek guidance where necessary</p> <p>EHA</p>	<p>Liaise with parents to identify support networks EHA.</p> <p>Employ a behaviour and Pastoral Mentor</p> <p>Offer parenting support</p> <p>Signpost to networking opportunities</p> <p>Policies protect different groups</p>



	those with disability. The curriculum is adapted and reasonable adjustments are made to ensure inclusion		
<b>Sex</b>	<i>Ensure that all pupils have equal curriculum access regardless of gender. Access to clubs and sporting opportunities are not gender specific. Boys and girls perform in line or above the national in reading, writing and maths in some classes the gender split is wider.</i>	Rich and diverse curriculum. School council Surveys of Pupils and parents PSHE and protective behaviours Healthier Child principle employed.	PSHE Visitors modelling different jobs are representative of both sexes. Resources and language used by staff are not gender specific eg...Team Spirit rather than Sportsmanship.
<b>Gender Reassignment</b>	Not applicable		
<b>Pregnancy and Maternity</b>	Workforce procedures are followed with staff who are pregnant or on maternity leave.  Risk assessments	KIT days	Keep up good communications
<b>Age</b>	Workforce procedures are followed with staff.	Science curriculum and PSHE address life cycles  Importance of respect in reinforced through the curriculum and Behaviour Policy	Wider members of families are encouraged to volunteer in school.  Volunteers from earlier generations are invited to talk about historical periods in time.
<b>Religion and Belief</b>	<i>Learning about religion in RE is reinforced in assemblies Access to multicultural books and artefacts are used throughout the school. Authorise religious holidays. The behaviour and anti-bullying policy</i>	<i>Access to multicultural books and artefacts are used throughout the school. The RE curriculum</i>	Visits to places of worship We celebrate faith days and have visitors representing all faiths. The RE curriculum reinforces similarities between religions and supports understanding of religious practices.



<b>Sexual Orientation</b>	SRE policy Homophobic language is challenged, reported in line with the anti-bullying policy and Behaviour Policy	Adults throughout school model non-discriminatory	We work with outside agencies to support where necessary
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<b>Protected characteristics</b>	<b>Aims of the general duty</b>		
	<b>Eliminate unlawful discrimination, harassment and victimisation.</b>	<b>Advance equality of opportunity between people who share a protected characteristic and those who do not.</b>	<b>Foster good relations between people who share a protected characteristic and those who do not.</b>
<b>Race</b>			Minority groups in the school feel that they are fully represented.
<b>Disability</b>	The accessibility plan will be written in line with legislation and changes to the school premises.	Children with SEND will make outstanding progress from their starting points by the end of KS2.	
<b>Sex</b>		Boys will achieve in writing so that in each class they perform above the national expectation. The gap between boys and girls will be reduced in writing so that there is less than a 1 point difference.	
<b>Gender Reassignment</b>			
<b>Pregnancy and Maternity</b>	Review the SRE policy and PSHE curriculum		
<b>Age</b>			
<b>Religion and Belief</b>	The curriculum will reflect the diverse communities of the local population		Minority groups in the school feel that they are fully represented.



<b>Sexual Orientation</b>			
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## APPENDIX A : A suggested format for an Equality Duty Action Plan

NAME OF SCHOOL

EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION *(NB must be updated at least every 4 years)*

<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>
Minority groups in the school feel that they are fully represented.	<b>Minority race and religious groups</b>	<b>Behaviour records and surveys will be positive.</b>	<b>Headteacher and SENCO</b>	<b>Parent Survey. Parent discussion forum. Review of behaviour records in CPWC.</b>	
The accessibility plan will be written in line with legislation and changes to the school premises.	<b>SEND</b>	<b>Plan will be complete</b>	<b>SENCO</b>	<b>Update accessibility plan</b>	
Children with SEND will make outstanding progress from their starting points by the end of KS2.	<b>SEND</b>	<b>Tracking systems / other triangulation</b>	<b>SENCO</b>	<b>Develop new tracking system.</b>	
Boys will achieve in writing so that in each class they perform above the national	<b>Boys</b>	<b>End of Year data</b>	<b>Subject leads</b>	<b>All teachers trained in The Write Stuff methods. Greater emphasis on</b>	



expectation. The gap between boys and girls will be reduced in writing so that there is less than a 1 point difference by end of KS2				<b>writing outside the classroom Practice to support boys will be based in theory and embedded. Focus on ensuring that boys read wider and often.</b>	
Review the SRE policy and PSHE curriculum	<b>Gender orientation / pregnancy and maternity</b>	<b>Policy written with stakeholder input</b>	<b>Wellbeing Lead</b>	<b>Policy to be reviewed with parental engagement.</b>	
The curriculum will reflect the diverse communities of the local population	<b>Minority race and religious groups</b>	<b>Children will have a greater awareness of difference - child survey</b>	<b>Wellbeing Lead</b>	<b>Monitoring of themes carried out Pupil Survey</b>	