



# Public Sector Equality Duty 2011 Workbook

## STAGE ONE : EQUALITY INFORMATION - RACE

### Aims of the general duty

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?	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?
<p style="color: blue; text-align: center;"><b>The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.</b></p>		
<ul style="list-style-type: none"> <li>Racial incidents are recorded and sanctioned within the guidance of the Behaviour Policy. NCC policy followed and monthly reports sent through SIMs to NCC. Support provided for victim and aggressor. <a href="#">See SIMS reports and paper based reports in school office.</a></li> <li>Incidents of race are reported to the governing body. <a href="#">See Head Teacher's reports.</a></li> <li>Clear and concise procedures must be followed by all. <a href="#">These are in the Staff Handbook.</a></li> <li>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. <a href="#">See paperwork related to interviews held in office.</a></li> <li>We encourage children (or their parents) to voice any concerns they have as they arise.</li> <li>Governing Body monitors racial incidents from the Head teacher's report and acts upon them as necessary.</li> <li>All pupils have equal curriculum access, regardless of race.</li> <li>The Behaviour Policy reflects our commitment to equality irrespective of race.</li> <li>Well-being is monitored in pupils</li> <li>Staff well-being survey</li> <li>Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>We actively promote anti-bullying strategies and hold a dedicated week at least annually, demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied.</li> <li>Pupils take part in curriculum based activities which celebrate cultural difference. <a href="#">See teachers' planning.</a></li> <li>Assembly themes are driven by needs of the school and the needs of a diverse cohort. Assemblies provide opportunities to promote racial equality: celebration of different faiths as we have many different ethnicities in the school. <a href="#">See assembly plans.</a></li> <li>Staff members are multi-lingual and represent some of the different cultures of our pupils and engage with and support pupils and parents alike.</li> <li>Essential Information shared for parents translated into first language when required</li> <li>Equal access is offered to membership to a variety of clubs throughout the year regardless of race.</li> <li>Playtime buddies are available to all children regardless of race. Pupils are encouraged to volunteer and are selected at random.</li> </ul>	<ul style="list-style-type: none"> <li>Children have equal opportunities to be involved in whole school assemblies.</li> <li>Curriculum response to International Issues when appropriate.</li> <li>School Library resourced dual language resources and those which promote cultural differences.</li> <li>R.E educational visits which develop positive relations e.g. Hindu temple.</li> <li>R.E visitors to school to develop the topic R.E in the community e.g. Hinduism.</li> <li>Celebration of all races through planned and spontaneous curriculum</li> <li>Golden Rules help all children and adults to respect differences.</li> </ul>

## STAGE TWO : EQUALITY ENGAGEMENT – RACE

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>Assemblies provide opportunities to promote racial equality: celebration of all faiths as we have many different ethnicities in the school.</li> <li>Assembly themes and celebrations are driven by needs of the school and the needs of a diverse cohort.</li> <li>As part of our creative curriculum, pupils are taught and take part in projects which celebrate cultural difference.</li> <li>Pupils regularly discuss ways to manage bullying behaviour, should it happen. This takes place in PSHE lessons, circle times, assemblies and in anti-bullying weeks- demonstrating that all pupils feel safe, and know what to do if they feel unsafe if bullied.</li> <li>Encouragement of positive role models in other children from the same race.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of race</li> <li>Anti-Bullying Group.</li> <li>Annual Pupil Surveys.</li> <li>Translation of essential school based resources.</li> <li>Essential Information shared with parents in language required by parent e.g. Polish, Gujarati.</li> <li>The School Council are actively engaged in discussion on improvements in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School and class Assemblies</li> <li>Curriculum response to International Issues when age appropriate.</li> <li>School Library resourced with dual language resources and those which promote cultural differences.</li> <li>Celebration of all races through planned /unplanned curriculum.</li> <li>Visits from providers who promote understanding of different cultures and practices.</li> <li>Mixed groupings within the classroom</li> <li>Visits to a variety of religious buildings.</li> </ul>

## STAGE ONE : EQUALITY INFORMATION DISABILITY

### Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as possible.**

<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>• All entrances and exits are wheelchair accessible. We are a fully accessible school with a ramp at the front entrance and at the back entrance (although this is rarely used). <a href="#">See building.</a></li> <li>• We have handrails in areas of the school to help physically disabled pupils.</li> <li>• Inclusion Policy reflects school practice in ensuring all learners make progress. <a href="#">See policy.</a></li> <li>• Pupils/staff with a disability – individual plans put together to ensure accessibility and safety at all times. <a href="#">See IEPs</a></li> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. <a href="#">We follow NCC guidelines – see their policy</a></li> <li>• Incidents that are as a result of a disability are reported through SIMs to Northamptonshire County Council and to the Governing Body. <a href="#">See reports.</a></li> <li>• SEN review meetings held at pupil’s home where one parent is not able to come to the school. <a href="#">See review minutes.</a></li> <li>• Well-being is monitored in pupils</li> <li>• Annual staff well-being survey</li> <li>• Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal curriculum access, regardless of disability.</li> <li>• Equal access is offered to membership to a variety of clubs throughout the year regardless of disability.</li> <li>• Governing Body monitors disability access from the Head teachers report and acts upon them as necessary.</li> <li>• Learning of those with disabilities is monitored through the SEN Code of Practice.</li> <li>• Support provided to parents who have a disability to enable them to engage fully in the school life of their child.</li> <li>• Risk Assessments are created and implemented for those pupils who have high levels of need.</li> <li>• Risk assessments are undertaken formally when a member of staff expresses concern.</li> <li>• Adaptations to staff working arrangements as necessary.</li> <li>• Where areas of the school cannot be accessed by disabled pupils or staff then we plan to use alternative parts of the building.</li> <li>• Pupil-centered SEN review meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Children have equal opportunities to be involved in whole school assemblies.</li> <li>• School Library resourced with materials which represent physical and sensory differences.</li> <li>• PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</li> </ul>

## STAGE TWO : EQUALITY ENGAGEMENT – DISABILITY

<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>• <a href="#">Inclusion Policy</a> reflects school practice in ensuring all learners make progress.</li> <li>• Family worker meets on a regular basis to meet with families and helps to address needs if appropriate.</li> <li>• Pupils/staff with a disability – individual plans put together to ensure accessibility and safety at all times.</li> <li>• Family worker/SEN Managers liaise with agencies that provide support listed on EHC plans.</li> <li>• Physical programmes put in place to suit the needs of the children/families</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal curriculum access, regardless of disability.</li> <li>• Support provided to parents who have a disability to enable them to engage fully in the school life of their child.</li> <li>• Risk Assessments are created and implemented for those pupils who have high levels of need.</li> <li>• Risk assessments are undertaken formally when a member of staff expresses concern.</li> <li>• Confidential display board in office to highlight medical needs/disabilities.</li> <li>• Adaptations to staff working arrangements as necessary.</li> <li>• Equal access for all families to Family Funs group- a physically active club for parents and children</li> </ul>	<ul style="list-style-type: none"> <li>• School Library is resourced with books promoting a wide range of differences.</li> <li>• PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</li> </ul>

## STAGE ONE : EQUALITY INFORMATION GENDER

### Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>• Our rigorous work with data identifies minor gender differences. Where there are gaps interventions and provision help to address these in order to reduce the gap within school and against national patterns.</li> <li>• All pupils have equal curriculum access, regardless of gender.</li> <li>• The behaviour policy reflects our commitment to equality irrespective of gender.</li> <li>• We promote kindness and tolerance through our PSHE curriculum and anti-bullying week</li> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Well-being is monitored in pupils</li> <li>• Annual staff well-being survey</li> <li>• Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> <li>• Staff safeguarding training routinely highlights identification and response to peer on peer abuse and sexual harassment so such behavior is not tolerated or accepted but addressed for the 'victim' and 'perpetrator'.</li> </ul>	<ul style="list-style-type: none"> <li>• Equal access is offered to membership to a variety of clubs throughout the year regardless of gender.</li> <li>• The behaviour policy reflects our commitment to equality irrespective of gender.</li> <li>• School uniform is optional.</li> <li>• Displays represent the work of both genders.</li> <li>• When appointing staff, a fair and transparent practice is adhered to - this ensures equality for all in the appointment process.</li> <li>• We provide a range of toys and equipment at playtimes to engage both genders. Toys and equipment are not gender specific and encouraged to be shared.</li> <li>• Where pupils have experienced or observed physical and emotional abuse, we provide support through the Family Support Worker and use of outside agencies where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have equal opportunities to be involved in whole school assemblies.</li> <li>• PHSE curriculum including Relationships and Health Education.</li> <li>• Rich &amp; diverse curriculum opportunities /experiences.</li> </ul>

## STAGE TWO : EQUALITY ENGAGEMENT – GENDER

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>• Our RHE Curriculum guides our practice in our approach to teaching of sex and relationships.</li> <li>• All pupils have equal curriculum access, regardless of gender.</li> <li>• Clubs are attended by and offered to all pupils.</li> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Encouragement of mixed grouping/seating within class based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process</li> <li>• Where pupils have experienced or observed physical and emotional abuse, we provide support through the Family Support Worker and use of outside agencies where necessary.</li> <li>• Surveys and questionnaires of whole school community.</li> <li>• Active School Council</li> </ul>	<ul style="list-style-type: none"> <li>• Children have equal opportunities to be involved in whole school assemblies.</li> <li>• PHSE curriculum including SRE</li> <li>• Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>• Visits and visitors/role models representing both genders and ensure these visitors do not reinforce gender stereotypes.</li> </ul>

## STAGE ONE : EQUALITY INFORMATION GENDER REASSIGNMENT

### Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>To support pupils, we offer a range of emotional wellbeing interventions.</li> <li>Well-being Indicator helps to measure level of well-being amongst pupils.</li> <li>Some staff are trained in the Solihull Approach to best support pupil/parent in crisis</li> <li>The school nurse is available to the school to advise on any referrals she receives.</li> <li>When appointing staff, a fair and transparent practice is adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of gender reassignment.</li> <li>Equal access is offered to membership to a variety of clubs throughout the year regardless of gender reassignment.</li> <li>Our behaviour policy reflects our commitment to equality irrespective of gender reassignment.</li> <li>When appointing staff, a fair and transparent practice is adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>PHSE curriculum.</li> <li>Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>Develop positive and open relationships between school and home (beginning with home visit in EYFS)</li> </ul>

### STAGE TWO : EQUALITY ENGAGEMENT GENDER REASSIGNMENT

<b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>To date we have not knowingly dealt with any individuals undergoing or having completed gender reassignment.</li> <li>When appointing staff, a fair and transparent practice is adhered to, regardless of gender reassignment.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences of this protected group has been equal to other groups and a positive relationship has been established so the individual feels this equality.</li> </ul>	<ul style="list-style-type: none"> <li>We have not knowingly engaged with this group.</li> <li>All pupils have equal curriculum access, regardless of gender reassignment.</li> <li>Clubs are attended by and offered to all pupils.</li> </ul>

### STAGE ONE : EQUALITY INFORMATION PREGNANCY AND MATERNITY

Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process</li> <li>Paternity needs will be supported within the school.</li> <li>Workforce procedures are followed with staff that are pregnant or on maternity leave. Staff referred to Medigold, if required, to ensure health and wellbeing enables them to fulfill their role effectively and safely.</li> <li>Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</li> <li>Adaptations to staff working arrangements as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>PHSE curriculum</li> <li>Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>Adaptations to staff working arrangements as necessary.</li> <li>After school club facilities are available for child care arrangements.</li> </ul>

### STAGE TWO : EQUALITY ENGAGEMENT - PREGNANCY AND MATERNITY

<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>
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<ul style="list-style-type: none"> <li>• Full access to the Relationship and Health Education curriculum for all.</li> <li>• Staff referred to Medigold to ensure health and wellbeing enables them to fulfill their role if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments are undertaken formally when a member of staff announces her pregnancy. Regular communication and review takes place.</li> </ul>	<ul style="list-style-type: none"> <li>• PHSE curriculum</li> <li>• Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>• Regular feedback/mentoring</li> </ul>
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**STAGE ONE : EQUALITY INFORMATION AGE**  
Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</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>
<ul style="list-style-type: none"> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Emotional health and wellbeing of staff is of paramount importance.</li> <li>• Staff have access to NCC Employee Assist if they feel it is necessary.</li> <li>• Staff referred to Medigold to ensure health and well being enables them to fulfill their role.</li> <li>• Staff well-being survey</li> <li>• Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments are undertaken formally when a member of staff expresses concern.</li> <li>• Choir visiting Care Home and singing to residents.</li> <li>• Adaptations to staff working arrangements as necessary.</li> <li>• When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>• PHSE curriculum</li> <li>• Rich &amp; Diverse curriculum opportunities/experiences</li> </ul>

**STAGE TWO : EQUALITY ENGAGEMENT - AGE**

<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>
<ul style="list-style-type: none"> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Emotional health and wellbeing of staff is of paramount importance.</li> <li>• Celebrate age and it is not an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Choir visiting Care Home and singing to residents at Christmas</li> <li>• Pupils are taught about the life cycle through science and PSHE.</li> <li>• Pupils are taught about the importance of respect to all and this is reinforced through our school rules and sanctions of the Behaviour Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• PHSE curriculum</li> <li>• Rich &amp; Diverse curriculum opportunities/experiences</li> </ul>

**STAGE ONE : EQUALITY INFORMATION RELIGIOUS BELIEF**  
Aims of the general duty

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<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</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>



<ul style="list-style-type: none"> <li>• All pupils are offered the Northamptonshire agreed syllabus for RE.</li> <li>• Racial incidents are recorded and sanctioned within the guidance of the Behaviour Policy. NCC policy followed and monthly reports sent through SIMs to NCC. Support for victim and aggressor.</li> <li>• All pupils have the opportunity to take part in assemblies, although parental wishes are respected. All parents and carers are offered the right to withdraw their pupils from RE and collective worship.</li> <li>• Staff beliefs are respected and catered for.</li> <li>• A range of different religious calendar events are celebrated as a school.</li> <li>• Children are encouraged to be proud of their religious beliefs.</li> <li>• Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</li> <li>• When appointing staff equal opportunities are adhered to. This ensures equality for all in the appointment process.</li> <li>• Well-being is monitored in pupils</li> <li>• Staff well-being survey</li> <li>• Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal curriculum access, regardless of race</li> <li>• Clubs are offered to all pupils.</li> <li>• The Behaviour Policy reflects our commitment to equality irrespective of religious belief.</li> <li>• Religious Celebration Days are recorded as an authorized absence for pupils and are paid absences for staff.</li> <li>• Pupils/staff are welcome to wear items of clothing and jewellery that reflects their religious belief. Staff speak to parents and carers about removing these items in lessons such as P.E so that the safety of all is preserved.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of cultural foods are included in school meals ensure equality of access and cater for all dietary requirements.</li> <li>• Assemblies</li> <li>• PHSE curriculum</li> <li>• Rich &amp; Diverse curriculum opportunities/experiences.</li> </ul>
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### STAGE TWO : EQUALITY ENGAGEMENT – RELIGIOUS BELIEF

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>• All pupils are offered the Northamptonshire agreed syllabus for RE.</li> <li>• All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</li> <li>• All parents/carers are offered the right to withdraw their pupils from RE and collective worship.</li> <li>• Staff beliefs are respected and catered for.</li> <li>• All religious calendar events are celebrated as a school.</li> <li>• Children are encouraged to be proud of their religious beliefs.</li> <li>• Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</li> <li>• EAL TAs employed and can engage with our families across different communities.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils have equal curriculum access, regardless of race</li> <li>• Clubs are offered to all pupils.</li> <li>• Religious Celebration Days are recorded as an authorized absence.</li> <li>• Pupils/staff are welcome to wear items of clothing and jewellery that reflects their religious belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have equal opportunities to be involved in the Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>• Behaviour policy ensures all are respectful.</li> <li>• Open door policy and aware &amp; approachable staff.</li> </ul>

### STAGE ONE : EQUALITY INFORMATION SEXUAL ORIENTATION

#### Aims of the general duty

<p style="text-align: center;"><b>The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.</b></p>		
<p><b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</b></p>	<p><b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b></p>	<p><b>How do we foster good relations between people who share a protected characteristic and those who do not?</b></p>

<ul style="list-style-type: none"> <li>To support pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers</li> <li>Some Staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>The school nurse is available to the school.</li> <li>We promote kindness and tolerance through our PSHE curriculum and anti-bullying weeks</li> <li>Should it arise any homophobic behaviours would be dealt with in the same way as bullying incidents would be.</li> <li>Well-being is monitored in pupils</li> <li>Staff well-being survey</li> <li>Avenue Values embedded in our approach, encouraging Respect, Perseverance, Kindness, Responsibility and Confidence. All in the school community are expected to demonstrate respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of gender/sexual orientation</li> <li>Clubs are offered to all pupils.</li> <li>Our behavior policy reflects our commitment to equality irrespective of gender/sexual orientation.</li> <li>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons and assemblies recognize and value the different structures of families the children belong to.</li> <li>Circle time/PHSE curriculum</li> <li>Diverse curriculum</li> </ul>
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### STAGE TWO : EQUALITY ENGAGEMENT – SEXUAL ORIENTATION

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>To support all pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers.</li> <li>Some staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>The school nurse is available to the school.</li> <li>Homophobic language is not tolerated and staff discuss why this may be hurtful if ever it is used.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of gender/sexual orientation</li> <li>Clubs offered to all pupils.</li> <li>School Council can bring issues to be dealt with.</li> </ul>	<ul style="list-style-type: none"> <li>Children have equal opportunities to be involved in the Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>Behaviour policy ensures all are respectful.</li> <li>Open door policy and aware &amp; approachable staff.</li> </ul>

### STAGE ONE : EQUALITY INFORMATION LOOKED AFTER CHILDREN (LAC)

#### Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>Our rigorous work with data identifies differences and interventions are set to reduce gap within school and against national patterns.</li> <li>The behaviour policy reflects our commitment to equality irrespective of family circumstances.</li> <li>Some staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of family circumstance.</li> <li>Equal access is offered to membership to a variety of clubs throughout the year regardless of family circumstance.</li> <li>The behaviour policy reflects our commitment to equality.</li> <li>School uniform is optional.</li> <li>Where pupils have experienced or observed physical and emotional abuse, we provide support through the SEN team, family worker and use of outside agencies.</li> <li>Regular Personal Education Plan meetings are held in accordance with the LA policy.</li> <li>We always use the terms 'Parents and Carers' or 'Adults' when talking about the adults at home.</li> </ul>	<ul style="list-style-type: none"> <li>Children have equal opportunities to be involved in whole school assemblies.</li> <li>PHSE curriculum.</li> <li>Rich &amp; diverse curriculum opportunities/experiences.</li> <li>Lessons and assemblies recognize and value the different structures of families the children belong to.</li> <li>Our Mother's Day celebration has a 'family focus'. It is called a 'family celebration' where all our special people are recognized.</li> </ul>



## STAGE TWO : EQUALITY ENGAGEMENT - LAC

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of family circumstances.</li> <li>Clubs are offered to all pupils.</li> <li>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>Some staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>Assemblies provide further opportunities to breakdown stereotypes.</li> <li>Children are encouraged to be proud of their families and special people.</li> <li>PEP meetings held to ensure equal and appropriate support is given.</li> </ul>	<ul style="list-style-type: none"> <li>Where pupils have been or observed physically and emotional abuse, we provide support through SEN team, family worker and use of outside agencies.</li> <li>Clubs are attended by and offered to all pupils.</li> <li>When appointing staff, a fair and transparent practice is adhered to this ensures equality for all in the appointment process.</li> <li>Key worker (usually teacher) works closely with the child and carers where necessary.</li> <li>Headteacher fulfils role of designated lead for LAC</li> </ul>	<ul style="list-style-type: none"> <li>Children have equal opportunities to be involved in the Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>Behaviour policy ensures all are respectful.</li> <li>Open door policy and aware &amp; approachable staff.</li> <li>Key worker (usually teacher) works closely with the child and carers where necessary.</li> </ul>

## STAGE ONE : EQUALITY INFORMATION PUPIL PREMIUM ENTITLEMENT (PP)

### Aims of the general duty

**The one over-riding factor in our commitment to equality is that we constantly seek to promote the emotional health and wellbeing of our pupils, staff and governors. This is of paramount importance to us. This one commitment permeates all that we do in school. Where it is found not to do so then we address that as soon as is possible.**

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>Our rigorous work with data identifies 'disadvantaged' pupils and interventions are set to reduce gap within school and against national patterns. This is an area we still need to develop.</li> <li>The behaviour policy reflects our commitment to equality irrespective of family circumstances..</li> <li>Pupil Premium is spent on these children. <a href="#">See report posted on website.</a></li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equal curriculum access, regardless of family circumstance.</li> <li>Equal access is offered to membership to a variety of clubs throughout the year regardless of family circumstance.</li> <li>Pupils are supported by a allocated pupil premium staff through targeted interventions to help narrow the gap between them and their peers where it exists and ensure these pupils attainment / progress are maximized.</li> <li>Uniform,clubs and school trips are subsidized by Pupil Premium funding if appropriate.</li> <li>The behaviour policy reflects our commitment to equality.</li> <li>School uniform is optional.</li> <li>The family support worker finds appropriate deals to help children access similar activities out of school if they wish.</li> <li>Free pencils and paper are made available to all children in classrooms to ensure activities and writing can be done at home if they wish.</li> </ul>	<ul style="list-style-type: none"> <li>Children have equal opportunities to be involved in whole school assemblies.</li> <li>PHSE curriculum.</li> <li>Rich &amp; diverse curriculum opportunities/experiences.</li> <li>All Staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>Open door policy and equality of access to Family Support Worker who will signpost to support services if needed.</li> <li>Pupil premium provision is dealt with discretely and sensitively</li> </ul>

## STAGE TWO : EQUALITY ENGAGEMENT - PP

How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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?
<ul style="list-style-type: none"> <li>• Setting up groups to support the learning of the protected group.</li> <li>• Deployment of additional adult support.</li> <li>• Ensuring all PP pupils are invited to join clubs and supporting the financial demand of these.</li> <li>• All pupils have equal curriculum access.</li> <li>• Clubs are attended by and offered to all pupils.</li> <li>• Clubs can be subsidized if appropriate.</li> <li>• When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</li> <li>• Some staff are trained in the Solihull Approach to best support pupil/parent in crisis.</li> <li>• Assemblies provide further opportunities to breakdown stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Where pupils have been or have observed physical or emotional abuse, we provide support through SEN team, family worker and use of outside agencies.</li> <li>• Clubs are attended by and offered to all pupils.</li> <li>• When appointing staff, a fair and transparent practice is adhered to this ensures equality for all in the appointment process.</li> <li>• All pupils have equal curriculum access.</li> <li>• Interventions within small groups or for individuals are put in place and reviewed to aid achievement if necessary.</li> <li>• Clubs and school trips are subsidized by Pupil Premium funding if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have equal opportunities to be involved in the Rich &amp; Diverse curriculum opportunities/experiences.</li> <li>• Behaviour policy ensures all are respectful.</li> <li>• Open door policy and aware &amp; approachable staff.</li> </ul>

## STAGE 3 - EQUALITY Summary statement of effectiveness

<b>Brief Summary on how effectively The Avenue Infant School promotes the 3 aims.</b>											
		<b>Race</b>	<b>Disability</b>	<b>Gender</b>	<b>Gender reassignment</b>	<b>Pregnancy and maternity</b>	<b>Age</b>	<b>Religion and belief</b>	<b>Sexual Orientation</b>	<b>Looked After Children</b>	<b>Pupil Premium eligible</b>
<b>Stage 1: Equality within Policies and Practice</b>	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	Further improvement – see target 2	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Improving – see target 3
	How do we foster good relations between people who share a protected characteristic and those who do not?	Completed	Completed	Developing pupil understanding- see target 4	Completed	Completed	Developing pupil understanding- see target 4	Further improvement- see target 1	Developing pupil understanding- see target 4	Completed	Completed
<b>Stage 2 Engagement</b>	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
	How have we engaged with the protected groups in order to advance equality of opportunity?	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed
	How do we engage with protected groups in order to foster good relations?	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed	Completed

## Stage 5: EQUALITIES OBJECTIVES ACTION PLAN

### DATE OF PUBLICATION FEB 2021 Date of review JULY 2022

Objective Please give an end date/timescale to each action (i.e. 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.....)	UPDATE ON ACTIONS
To continue to improve RE teaching and collective worship so pupils have a rounded view and respect for all religions, particularly those within the school community by Feb 2022 (Covid restrictions permitting)	RELIGION & BELIEF	Children will have a greater awareness and understanding of different religious groups through their experiences.	Head teacher and R.E leader	Improve links with the different community leaders and engage in school experiences / assemblies. Seek further opportunities to offer experiences to visit places of significance for different religious groups- December 2021 Review implementation of RE Agreed Syllabus – June 2021	
To ensure pupils who speak English as an Additional Language have a smooth and successful transition into school by more precisely targeting small steps by Sept 2021	RACE	Parents / carers of EAL pupils are actively engaged in school life within the first school year. EAL support is effectively targeted to positively impact English acquisition in a manageable way.	Head teacher, Inclusion lead	Refine Proficiency in English tracking to support needs but be manageable for teaching staff by Sept 2021 Assessment tracker utilized to create useful targets for termly priority groups by Sept 2021 Revisit EAL resources and strategies in staff training time by July 2021	
To continue to improve outcomes for PP eligible pupils so more are achieving age-related expectations or better by July 2022 To improve extra-curricular clubs offer in school year 2021-22 to appeal to more pupils and improve PP engagement in clubs (supported by PP funding)	PP	PP pupils will be closing the gap between themselves and their peers nationally. An increase in the variety of clubs on offer and improvement in number of PP chn attending over the school year.	PP lead, head, Core subject leaders and governors	See PP Strategy	
To continue to improve the PSHE curriculum offer so pupils recognize and accept differences between families by November 2021	SEXUAL ORIENTATION / GENDER / AGE	Pupils show an understanding and acceptance of differences between families.	PSHE lead, HT, governors	Embed PSHE curriculum with new RHE curriculum during 2020-2021 and 2021-22.	