



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;">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.</p>		
<ul style="list-style-type: none"> • 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. See SIMS reports and paper based reports in school office. • Incidents of race are reported to the governing body. See Head Teacher's reports. • Clear and concise procedures must be followed by all. These are in the Staff Handbook. • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. See paperwork related to interviews held in office. • We encourage children (or their parents) to voice any concerns they have as they arise. • Governing Body monitors racial incidents from the Head teachers report and acts upon them as necessary. • All pupils have equal curriculum access, regardless of race. • The Behaviour Policy reflects our commitment to equality irrespective of race. • Well-being is monitored in pupils • Staff well-being survey • 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. 	<ul style="list-style-type: none"> • We hold the foundation and bronze, silver awards for Anti-Bullying demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. Silver Award achieved in 2011- displayed in entrance. • Pupils take part in curriculum based activities which celebrate cultural difference. See teachers' planning. • 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. See assembly plans. • Staff members are multi-lingual and represent some of the different cultures of our pupils and engage with and support pupils and parents alike. • Essential Information shared with parents in language required by parent e.g. Polish, Gujarat • Equal access is offered to membership to a variety of clubs throughout the year regardless of race. • Playtime buddies are available to all children regardless of race. 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • Curriculum response to International Issues when appropriate. • School Library resourced dual language resources and those which promote cultural differences. • R.E educational visits which develop positive relations e.g. Hindu temple. • R.E visitors to school to develop the topic R.E in the community e.g. Hinduism. • Celebration of all races through planned and spontaneous curriculum (i.e. when children share their news of their family's cultural celebrations) • Golden Rules help all children and adults to respect differences.

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"> Assemblies provide opportunities to promote racial equality: celebration of all faiths as we have many different ethnicities in the school. Assembly themes and celebrations are driven by needs of the school and the needs of a diverse cohort. As part of our creative curriculum, pupils are taught and take part in projects which celebrate cultural difference. We hold foundation, bronze and silver awards for Anti-Bullying award demonstrating that all pupils feel safe, and know what to do if they feel unsafe if bullied. Encouragement of positive role models in other children from the same race. 	<ul style="list-style-type: none"> All pupils have equal curriculum access, regardless of race Anti-Bullying Group. Annual Pupil Surveys. Translation of essential school based resources. Essential Information shared with parents in language required by parent e.g. Polish, Gujarati. 	<ul style="list-style-type: none"> Whole School and class Assemblies Curriculum response to International Issues when age appropriate. School Library resourced with dual language resources and those which promote cultural differences. Celebration of all races through planned /unplanned curriculum. Visits from providers who promote understanding of different cultures and practices. Mixed groupings within the classroom Visits to a variety of religious buildings.
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STAGE ONE : EQUALITY INFORMATION DISABILITY

Aims of the general duty

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<ul style="list-style-type: none"> • 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). See building. • We have handrails in areas of the school to help physically disabled pupils. See handrail to the hall, down the internal steps and in boy's toilets as well as in toilet in Reception base. • Inclusion Policy reflects school practice in ensuring all learners make progress. See policy. • Pupils/staff with a disability – individual plans put together to ensure accessibility and safety at all times. See IEPs • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. We follow NCC guidelines – see their policy • We hold foundation, bronze and silver awards for anti bullying demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. See certificates and action plans. • Incidents that are as a result of a disability are reported through SIMs to Northamptonshire County Council and to the Governing Body. See reports. • SEN review meetings held at pupil's home where one parent is not able to come to the school. See review minutes. • Well-being is monitored in pupils • Staff well-being survey – March 2017 • 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. 	<ul style="list-style-type: none"> • All pupils have equal curriculum access, regardless of disability. • Equal access is offered to membership to a variety of clubs throughout the year regardless of disability. • Governing Body monitors disability access from the Head teachers report and acts upon them as necessary. • Learning of those with disabilities is monitored through the SEN Code of Practice. • Support provided to parents who have a disability to enable them to engage fully in the school life of their child. • Risk Assessments are created and implemented for those pupils who have high levels of need. • Risk assessments are undertaken formally when a member of staff expresses concern. • Adaptations to staff working arrangements as necessary. • Where areas of the school cannot be accessed by disabled pupils or staff then we plan to use alternative parts of the building. • Pupil-centered SEN review meetings 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • School Library resourced with materials which represent physical and sensory differences. • PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.
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STAGE TWO : EQUALITY ENGAGEMENT – DISABILITY

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

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"> • 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. • All pupils have equal curriculum access, regardless of gender. • The behaviour policy reflects our commitment to equality irrespective of gender. • We hold the foundation, bronze and silver awards for anti-bullying demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied.... • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. • Well-being is monitored in pupils • Staff well-being survey • 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. 	<ul style="list-style-type: none"> • Equal access is offered to membership to a variety of clubs throughout the year regardless of gender. • The behaviour policy reflects our commitment to equality irrespective of gender. • School uniform is optional. • Displays represent the work of both genders. • When appointing staff, a fair and transparent practice is adhered to - this ensures equality for all in the appointment process. • We provide a range of toys and equipment at playtimes to engage both genders. • Where pupils have experienced or observed physical and emotional abuse, we provide support through the Well Being Manager and Family Support Worker and use of outside agencies where necessary. 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • PHSE curriculum including Sex and Relationships Education. • Rich & diverse curriculum opportunities/experiences.

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"> • Our Sex Education Policy guides our practice in our approach to teaching of sex and relationships. • All pupils have equal curriculum access, regardless of gender. • Clubs are attended by and offered to all pupils. • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. • Encouragement of mixed grouping/seating within class based activities. 	<ul style="list-style-type: none"> • When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process • Where pupils have experienced or observed physical and emotional abuse, we provide support through the Well Being Manager and Family Support Worker and use of outside agencies where necessary. • Surveys and questionnaires of whole school community. • Active School Council 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • PHSE curriculum including SRE • Rich & Diverse curriculum opportunities/experiences. • Visits and visitors/role models representing both genders.

STAGE ONE : EQUALITY INFORMATION GENDER REASSIGNMENT

Aims of the general duty

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<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<ul style="list-style-type: none"> To support pupils, we offer a range of emotional wellbeing interventions. Well-being Indicator helps to measure level of well-being amongst pupils. Several staff are trained in the Solihull Approach to best support pupil/parent in crisis The school nurse is available to the school to advise on any referrals she receives. When appointing staff, a fair and transparent practice is adhered to. 	<ul style="list-style-type: none"> All pupils have equal curriculum access, regardless of gender reassignment. Equal access is offered to membership to a variety of clubs throughout the year regardless of gender reassignment. Our behaviour policy reflects our commitment to equality irrespective of gender reassignment. When appointing staff, a fair and transparent practice is adhered to. 	<ul style="list-style-type: none"> PHSE curriculum. Rich & Diverse curriculum opportunities/experiences.

STAGE TWO : EQUALITY ENGAGEMENT GENDER REASSIGNMENT

<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p>	<p>How do we engage with protected groups in order to foster good relations?</p>
<ul style="list-style-type: none"> To date we have not knowingly dealt with any individuals undergoing or having completed gender reassignment. When appointing staff, a fair and transparent practice is adhered to, regardless of gender reassignment. 	<ul style="list-style-type: none"> We have not knowingly engaged with this group. 	<ul style="list-style-type: none"> We have not knowingly engaged with this group. All pupils have equal curriculum access, regardless of gender reassignment. Clubs are attended by and offered to all pupils.

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.

<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<ul style="list-style-type: none"> When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process Paternity needs will be supported within the school when relevant Workforce procedures are followed with staff that are pregnant or on maternity leave. Staff referred to Medigold to ensure health and wellbeing enables them to fulfill their role effectively and safely. 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. 	<ul style="list-style-type: none"> Risk assessments are undertaken formally when a member of staff announces her pregnancy. Adaptations to staff working arrangements as necessary. 	<ul style="list-style-type: none"> PHSE curriculum Rich & Diverse curriculum opportunities/experiences. Adaptations to staff working arrangements as necessary. After school club facilities are available for child care arrangements.

STAGE TWO : EQUALITY ENGAGEMENT - PREGNANCY AND MATERNITY

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?
<ul style="list-style-type: none"> • Full access to the Sex and Relationship Education curriculum for all. • Staff referred to Medigold to ensure health and wellbeing enables them to fulfill their role if appropriate. 	<ul style="list-style-type: none"> • Risk assessments are undertaken formally when a member of staff announces her pregnancy. 	<ul style="list-style-type: none"> • PHSE curriculum • Rich & Diverse curriculum opportunities/experiences. • Regular feedback/mentoring

STAGE ONE : EQUALITY INFORMATION AGE

Aims of the general duty

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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"> • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. • Emotional health and wellbeing of staff is of paramount importance. • Staff have access to NCC Employee Assist if they feel it is necessary. • Staff referred to Medigold to ensure health and well being enables them to fulfill their role. • Staff well-being survey • 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. 	<ul style="list-style-type: none"> • Risk assessments are undertaken formally when a member of staff expresses concern. • Choir visiting Care Home and singing to residents. • Adaptations to staff working arrangements as necessary. • When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process. 	<ul style="list-style-type: none"> • PHSE curriculum • Rich & Diverse curriculum opportunities/experiences

STAGE TWO : EQUALITY ENGAGEMENT - AGE

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

STAGE ONE : EQUALITY INFORMATION RELIGIOUS BELIEF

Aims of the general duty

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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"> All pupils are offered the Northamptonshire agreed syllabus for RE. 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. 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. Staff beliefs are respected and catered for. A range of different religious calendar events are celebrated as a school. Children are encouraged to be proud of their religious beliefs. Assemblies provide further opportunities to promote religious belief and breakdown stereotypes. We hold foundation & bronze, silver awards for anti-bullying -demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. When appointing staff equal opportunities are adhered to. This ensures equality for all in the appointment process. Well-being is monitored in pupils Staff well-being survey 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. 	<ul style="list-style-type: none"> All pupils have equal curriculum access, regardless of race Clubs are offered to all pupils. The Behaviour Policy reflects our commitment to equality irrespective of religious belief. Religious Celebration Days are recorded as an authorized absence for pupils and are paid absences for staff. 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. 	<ul style="list-style-type: none"> A variety of cultural foods are included at school snack times and school meals ensure equality of access and cater for all dietary requirements. Assemblies PHSE curriculum Rich & Diverse curriculum opportunities/experiences.

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

STAGE ONE : EQUALITY INFORMATION SEXUAL ORIENTATION
Aims of the general duty

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<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<ul style="list-style-type: none"> To support pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. The school nurse is available to the school. We hold foundation, bronze and silver awards for anti-bullying -demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. Should it arise any homophobic behaviours would be dealt with in the same way as bullying incidents would be. Well-being is monitored in pupils Staff well-being survey 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. 	<ul style="list-style-type: none"> All pupils have equal curriculum access, regardless of gender/sexual orientation Clubs are offered to all pupils. Our behavior policy reflects our commitment to equality irrespective of gender/sexual orientation. When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process. 	<ul style="list-style-type: none"> Lessons and assemblies recognize and value the different structures of families the children belong to. Circle time/PHSE curriculum Diverse curriculum

STAGE TWO : EQUALITY ENGAGEMENT – SEXUAL ORIENTATION

<p>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?</p>	<p>How have we engaged with the protected groups in order to advance equality of opportunity?</p>	<p>How do we engage with protected groups in order to foster good relations?</p>
<ul style="list-style-type: none"> To support all pupils, we offer a range of Emotional Wellbeing Interventions with the family worker/SEN managers. All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. The school nurse is available to the school. Homophobic language is discouraged and staff discuss why this may be hurtful if ever it is used. 	<ul style="list-style-type: none"> All pupils have equal curriculum access, regardless of gender/sexual orientation Clubs offered to all pupils. School Council can bring issues to be dealt with. 	<ul style="list-style-type: none"> Children have equal opportunities to be involved in the Rich & Diverse curriculum opportunities/experiences. Behaviour policy ensures all are respectful. Open door policy and aware & approachable staff.

STAGE ONE : EQUALITY INFORMATION LOOKED AFTER CHILDREN (LAC)

Aims of the general duty

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<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
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<ul style="list-style-type: none"> • Our rigorous work with data identifies differences and interventions are set to reduce gap within school and against national patterns. • The behaviour policy reflects our commitment to equality irrespective of family circumstances. • We hold the foundation, bronze and silver award for anti-bullying demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. • All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. 	<ul style="list-style-type: none"> • All pupils have equal curriculum access, regardless of family circumstance. • Equal access is offered to membership to a variety of clubs throughout the year regardless of family circumstance. • The behaviour policy reflects our commitment to equality. • School uniform is optional. • Where pupils have experienced or observed physical and emotional abuse, we provide support through the SEN team, family worker and use of outside agencies. • Regular Personal Education Plan meetings are held in accordance with the LA policy. • We always use the terms 'Parents and Carers' or 'Adults' when talking about the adults at home. 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • PHSE curriculum. • Rich & diverse curriculum opportunities/experiences. • Lessons and assemblies recognize and value the different structures of families the children belong to. • Our Mother's Day celebration has a 'family focus'. It is called a 'family celebration' where all our special people are recognized.
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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"> • All pupils have equal curriculum access, regardless of family circumstances. • Clubs are offered to all pupils. • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. • All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. • Assemblies provide further opportunities to breakdown stereotypes. • Children are encouraged to be proud of their families and special people. • PEP meetings held to ensure equal and appropriate support is given. 	<ul style="list-style-type: none"> • Where pupils have been or observed physically and emotional abuse, we provide support through SEN team, family worker and use of outside agencies. • Clubs are attended by and offered to all pupils. • When appointing staff, a fair and transparent practice is adhered to this ensures equality for all in the appointment process. • Key worker (usually teacher) works closely with the child and carers where necessary. • Headteacher fulfils role of designated lead for LAC 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in the Rich & Diverse curriculum opportunities/experiences. • Behaviour policy ensures all are respectful. • Open door policy and aware & approachable staff. • Key worker (usually teacher) works closely with the child and carers where necessary.

STAGE ONE : EQUALITY INFORMATION PUPIL PREMIUM ENTITLEMENT (PP)

Aims of the general duty

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<ul style="list-style-type: none"> • 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. • The behaviour policy reflects our commitment to equality irrespective of family circumstances. • We hold the foundation, bronze and silver award for anti-bullying demonstrating that all pupils feel safe, and know what to do if they feel unsafe or bullied. • Pupil Premium is spent on these children. See report posted on website. 	<ul style="list-style-type: none"> • All pupils have equal curriculum access, regardless of family circumstance. • Equal access is offered to membership to a variety of clubs throughout the year regardless of family circumstance. • Pupils are supported by a allocated pupil premium teacher through targeted interventions to help narrow the gap between them and their peers where it exists and ensure these pupils attainment / progress are maximized. • Uniform, clubs and school trips are subsidized by Pupil Premium funding if appropriate. • The behaviour policy reflects our commitment to equality. • School uniform is optional. • The family support worker finds appropriate deals to help children access similar activities out of school if they wish. • 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. 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in whole school assemblies. • PHSE curriculum. • Rich & diverse curriculum opportunities/experiences. • All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. • Open door policy and equality of access to Family Support Worker who will signpost to support services if needed. • Pupil premium provision is dealt with discretely and sensitively
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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"> • Setting up groups to support the learning of the protected group. • Deployment of additional adult support. • Ensuring all PP pupils are invited to join clubs and supporting the financial demand of these. • Coffee mornings/support group offered each week. Often signposting to other support services arise from these meetings. • All pupils have equal curriculum access. • Clubs are attended by and offered to all pupils. • Clubs can be subsidized if appropriate. • When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. • All Staff are trained in the Solihull Approach to best support pupil/parent in crisis. • Assemblies provide further opportunities to breakdown stereotypes. • 	<ul style="list-style-type: none"> • Where pupils have been or have observed physical or emotional abuse, we provide support through SEN team, family worker and use of outside agencies. • Clubs are attended by and offered to all pupils. • When appointing staff, a fair and transparent practice is adhered to this ensures equality for all in the appointment process. • All pupils have equal curriculum access. • Interventions within small groups or for individuals are put in place and reviewed to aid achievement if necessary. • Clubs and school trips are subsidized by Pupil Premium funding if appropriate. 	<ul style="list-style-type: none"> • Children have equal opportunities to be involved in the Rich & Diverse curriculum opportunities/experiences. • Behaviour policy ensures all are respectful. • Open door policy and aware & approachable staff.

STAGE 3 - EQUALITY Summary statement of effectiveness

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

Stage 5: EQUALITIES OBJECTIVES ACTION PLAN
DATE OF PUBLICATION OCTOBER 2016 Date of review OCTOBER 2017

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
For children to continue to gain a greater awareness and understanding of some of the practices of the different religions and groups represented in our school – in particular Muslim and Hindu families. (by March 2017)	RACE	Children will have a greater awareness and understanding of different religious groups.	Head teacher and R.E leader	Arrange for different community leaders to attend or lead assemblies, visit classes to support the learning and understanding of the children of different religions and groups represented in the school. (at least 3 different faith visitors by March 2017) Continue to visit different places of worship but try also to gain access to a local mosque.	More Muslim festivals covered in school and class assemblies Arrange community leaders to attend / lead assemblies representing the different faiths in the school where possible. RE workshops for Diwali booked and Tesco Diwali food trail arranged.
For members of our Bengali, Gujarati and Polish community are fully aware of events in school and ways they can help their children at home. For them to be more involved in accessing school services such as the Family Support Worker (by July 2017)	RACE	Greater attendance at school events by these parents and carers and evidence of children taking part in more homework type activities leading to a rise in achievement. These parents and carers will demonstrate a greater understanding of how children behave and what drives that. They will be more involved in running school events and taking part in a range of family activities Improved engagement with homework by EAL children. Improved pupil outcomes.	Head teacher and Bengali, Gujarati and Polish speaking TAs	Bengali speaking TA to be on the school gates as children come in so that parents and carers can approach her and she can approach them with information and help. Apply for Family Skills project- Family programme for Reception EAL parents / carers and their children (We'll learn if we have been selected for the project in early November)	Polish TA outside school each morning and frequently accessed by Polish speaking parents / carers. Bengali speaking TA available as needed.
For more PP eligible pupils to be achieving age-related expectations and a greater proportion exceeding age-related expectations by the end of July 2017	PP	PP pupils will be closing the gap between themselves and their peers nationally.	FSM leader, head and governors	PP support teacher employed to work with these pupils A separate plan in the SDP highlights all the work we have planned regarding PP pupils.	Continue – new PP action plan in place 2016-2017. Personalized and group provision and resources, including additional pastoral support, provided and to be evaluated termly
For a greater percentage of boys throughout the school make good progress in writing and reach age-related expectations by the end of KS1	GENDER	Boys will be closing the gap to girls in writing so a higher percentage are reaching age-related expectations by the end of KS1 and progress is accelerated throughout the school.	Head teacher, SLT, English subject leader	The SDP highlights the actions we have planned for raising the achievement of the boys in writing.	

