



Towcester C of E Primary

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

DRAFT September 2022

Date for Next Revision – September 2026
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Appendix 2

Academy specific information



Towcester C of E Primary School

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September
- The academy has a designated member of staff for monitoring equality issues. They regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

	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?
Age	Mixed age profile of staff – knowledge and skills each	Recruitment Procedures • Engagement with staff on	Pre-school children from local nurseries come into school for

	<p>individual brings to the workplace is welcomed.</p> <ul style="list-style-type: none"> • Children taught in age specific groups whilst being mindful of individual learning needs. • Wide age range of staff in school Wide age range represented in the AGC • Wide age range of volunteers (parents and grandparents) 	<p>1:1 basis and in staff meetings.</p> <ul style="list-style-type: none"> • Engagement with governors in governor visits and meetings. • Policies in place for e.g. recruitment and selection together with career and pay opportunities. 	<p>performances and join the school for Harvest service at the Church</p> <ul style="list-style-type: none"> • Visits organised to local nursing home for the elderly • All age groups from the local community are encouraged to participate in school events.
Disability	<ul style="list-style-type: none"> • Adaptions and changes to ensure inclusion. • External agencies involvement e.g. Target Autism, EIPT, OT, Specialist Support Service, Educational Psychologist, School Nursing Team • All groups of children including vulnerable groups make good progress. • Reasonable adjustments made for disabled parents and children with chronic and acute medical needs • Adapted toilets in school. 	<ul style="list-style-type: none"> • Provision map used to ensure those with SEN are provided with the right support. • Training for staff regarding e.g. Autism, Attachment, Sensory difficulties • Use of Additional Needs personnel e.g. Autism, OT and close working with specialist teams e.g. speech and language therapist and behavioural therapists. • Accessibility plan. • Parking arrangements as required. • The Hive, a supportive base for pupils with SEMH issues 	<p>Offering help to parents; signposting to relevant groups for help and support.</p> <ul style="list-style-type: none"> • Working with Early Help Support Teams. • Collective Worship/Assemblies focused on Equality and Fairness • Close liaison with parents of children with disabilities. • Close liaison with medical professionals. • Signposting of various groups which offer support for children and families.
Gender Assignment	No experience of this area but would provide support and seek guidance as necessary.		
Marriage and Civil Partnership	<ul style="list-style-type: none"> • Persons treated fairly and without discrimination regardless of their relationship status • Incident log for bullying regarding sexual orientation in place. 	<ul style="list-style-type: none"> • Curriculum for PSHE includes teaching about different types of relationships. 	<ul style="list-style-type: none"> • Welcome all people into school regardless of relationship status.

<p>Pregnancy and Maternity</p>	<p>No experience of pupil pregnancy but curriculum provides knowledge and information in this area; would seek support and guidance from the school nursing team.</p> <ul style="list-style-type: none"> • Appropriate HR policies in place including Flexible working. 	<ul style="list-style-type: none"> • Reasonable adjustments made as appropriate. • Support during maternity/paternity leave and phased/supported return. • Support on returning to school with flexibility in working hours 	<ul style="list-style-type: none"> • Meet regularly with staff members affected to discuss any necessary adjustments • Keeping in touch days arranged. • Ongoing dialogue with staff members concerned.
<p>Race</p>	<ul style="list-style-type: none"> • Comparative attainment data. • Racist incident reporting. • Policies and procedures to support pupils and families with EAL 	<ul style="list-style-type: none"> • Same opportunities offered to all children including extended schools' activities. • Provide interventions where necessary. • Working with parents to promote racial inclusion. 	<ul style="list-style-type: none"> • Diverse curriculum and planning. • Continual requirement to adhere to the school Values and British Values. • Collective Worship/Assemblies led by different groups.
<p>Religion or Belief</p>	<ul style="list-style-type: none"> • Church of England School • Curriculum teaches children about all main religions. <ul style="list-style-type: none"> • Curriculum celebrates cultural diversity and art, music, RE, literacy and PSHE schemes of work provide a wealth of opportunities to educate and develop knowledge and understanding of British values and our diverse world. • Creating a culture where all can talk openly and report racist incidents without fear of repercussions. 	<ul style="list-style-type: none"> • All staff trained in the PREVENT duty. • DSL and Online Safety Lead have accessed further Prevent training. • Collective Worship/Assemblies are led by representatives from other cultures and religions. • Other visitors from different religions. • Supportive of the specific needs of different faiths (e.g enabling Muslim community members space and time to pray • Visits to other places of worship 	<ul style="list-style-type: none"> • School's Values (incorporating British Values), school ethos and school vision are applied to all members of our school community. • Religious Education develops understanding of other people's faiths and beliefs. <ul style="list-style-type: none"> • Resources to engage and encourage people to explore other cultures. • Arranging collective worship after discussion with representatives of different races and cultures.

<p>Sex</p>	<ul style="list-style-type: none"> • Bullying / Behaviour log. • Tracking performance data. • Curriculum provides our pupils with the information they need to make judgments and understand major issues. • Equal opportunities are promoted amongst children and staff members of both sexes regardless of gender 	<ul style="list-style-type: none"> • Adaptation of curriculum to engage all protected groups. • Participation in mixed team sports events • A range of appropriate role models in school (male and female class teachers across the school, music teacher, female Headteacher, mixed representation on AGC) 	<ul style="list-style-type: none"> • Encouraging good role models in school for specific activities. • Curriculum planning features gender role models and challenges gender stereotypes
<p>Sexual Orientation</p>	<ul style="list-style-type: none"> • Incident log for bullying regarding sexual orientation in place. • PSHE curriculum includes exploring sexual orientation 	<ul style="list-style-type: none"> • Curriculum for PSHE includes teaching about different types of sexuality. • Policies and Recruitment processes are in place and applied 	<ul style="list-style-type: none"> • Welcome people of all sexual orientations in school. • Curriculum for PSHE includes teaching about different relationships.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- an example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship, and organising academy trips and activities based both around the local community and those that extend children’s experience of modern Britain beyond their immediate locality.
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example our academy council has representatives from different year groups and is formed of pupils from a range of protected groups. All pupils are encouraged to participate in the academy’s activities, such as sports and extra-curricular clubs and activities. We also work with parents/carers to promote knowledge and understanding of different cultures.
- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls
- Fosters an engagement between protected groups

The academy will make a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Objectives

Objective 1: Embed a culture of understanding and tolerance of other races, religions and beliefs.

Our community is predominantly from one ethnic and religious group (White British, Christian or no faith). Children rarely experience living alongside people of different races or religious beliefs. To ensure that they are prepared for life in modern Britain, their understanding and tolerance of the diversity within British culture must be enhanced at all opportunities (planned and incidental).

To achieve this objective, we plan to:

- Deliver effective RE programmes;
- Visit the places of worship of different religions;
- Invite speakers to support understanding through lesson presentation and collective worship;
- Challenge stereotypes through curriculum provision, including inviting speakers to foster engagement between protected groups.

Objective 2: Have in place a reasonable adjustment agreement for all school community members with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

We have chosen this objective because we have recently identified barriers to school engagement for (specifically) children and pupils, especially those with SEMH needs. This has highlighted our need to evaluate and address the need to identify and make reasonable adjustments to facilitate full engagement by all stakeholders.

To achieve this objective we plan to:

- Gain parental feedback on barriers to engagement via a parent survey;
- Identify barriers to engagement for different stakeholders through discussion with staff and pupils;
- Develop an action plan and a stakeholder agreement based on the evidence collected;
- Continue to build on the provision offered by The Hive to enable pupils to access school confidently and successfully.

Objective 3: The academy is developing a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions in planning additional educational experiences (school trips, clubs, visitors, off site events)

Why we have chosen this objective to ensure a targeted focus on diversifying the educational experience of our community. Staff will prioritise the consideration of diversity and inclusion to align with our curriculum intent statement and the vision and values of the school and the Academy Trust.

To achieve this objective we plan to:

- Development of the equality impact assessment tool for school for off-site visits;
- Monitor the use of the assessment tool alongside the standard risk assessments;
- Apply the tool to prioritise the selection of visits promoting equality;
 - Evaluate and reflect upon pupil and staff experience in terms of educational impact as well as intended diversity outcomes.

Appendix 3

Equality Objective 1 : *Embed a culture of understanding and tolerance of other races, religions and beliefs*

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Progress we are making towards achieving this objective:

- RE Agreed Syllabus is in place and identified world religions are taught
- Understanding Christianity Scheme is in place
- Various places of worship have been attended
- Safeguarding training with all staff eg to challenge stereotyping and to be addressed with pupils via curriculum delivery/RHSE/PHSE units.

Equality Objective 2 : *Have in place a reasonable adjustment agreement for all stakeholders with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why have we chosen this objective:

Why we have chosen this objective because we have recently identified barriers to school engagement for (specifically) children and pupils, especially those with SEMH needs. This has highlighted our need to evaluate and address the need to identify and make reasonable adjustments to facilitate full engagement by all stakeholders.

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- Continue to build on the provision offered by The Hive to enable pupils to access school confidently and successfully.

Progress we are making towards achieving this objective:

Targeted families are invited to attend regular meetings to discuss provision, needs and to find ways to make improvements.

- Opportunities and ways to overcome barriers are discussed with staff and pupils eg Pupil progress meetings/ Individual meetings with SENCo and families

Equality Objective 3: *The academy is developing a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions in planning additional educational experiences (school trips, clubs, visitors, off site events)*

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Progress we are making towards achieving this objective:

- EVC attended training 2022
- Trips that promote diversity/inclusion are discussed in detail with staff each term
- Suitability always checked out before arrangements finalized