

# **Brentnall Primary Academy**

## **Equality Information**



Welcome to Brentnall Academy equality information page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which everyone has complete equality of opportunities and does not suffer any discrimination, whether directly or indirectly.

### **Our General Equality Duty**

The Equality Act 2010 introduced a Public Sector Equality Duty, which requires the academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act.
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
- **Foster good relations** between people who share protected characteristics and those who do not.

### **Protected Characteristics**

There are nine protected characteristics under the Equality Act:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy & Maternity
- Race, Religion or Belief
- Sex and Sexual Orientation

The Equality Duty requires our school to consider how activities affect the people who share these different protected characteristics and to publish information to show how we do this.

### **Equality Information**

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1.

### **Equality Objectives**

As well as publishing Equality Information, we are required to establish at least one equality objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

### **Business Planning**

During our school development planning process, we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our school development plan will be fully effective for all target groups.

### **Further Information**

Further information regarding our commitment to equality can be obtained by contacting our school's Executive Principal, Mr. Paul Graham or Vice Principal Mrs. Rebecca Clyne

### **Equality Analysis**

Please find our Equality Analysis and the details of compliance against each protected characteristic on the page below.

# EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
<b>RACE</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010.</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines.</p> <p>English classes for families new to the country to develop their spoken language skills.</p> <p>Flash Academy for new starters new to country</p> <p>Tracking English progress using Bell Foundation assessment tracker</p>	<p>Inclusion Policy</p> <p>Brentnall’s Education with Character Curriculum</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p> <p>Equal opportunities for all children within our setting.</p> <p>Bell Foundation tracker</p> <p>Flash academy data</p>	<p>School activities to promote positive attitude to support protected groups.</p> <p>Community activities and events taken place through our character curriculum.</p> <p>Regular guest speakers and individuals from different careers and backgrounds.</p> <p>Principal’s communications celebrate diversity.</p>	Continue to aim to meet equality objectives.
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure, HR data, record of cases, recruitment monitoring,</p>	<p>Fair recruitment processes</p> <p>Staff Wellbeing Committee/Staff Voice</p> <p>Staff Metal Health Team</p>	<p>Include staff with protected characteristics in all aspects of the daily operations and running of the school. Work with parents to develop their understanding on different cultures.</p>	<p>New staff to receive training on the Equality Act 2010 as part of their induction and all staff to receive annual refresher training within each academic year.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>RACE</b>	<b>Pupils:</b>	<p>Admissions Policy</p> <p>Racial incident recording on CPOM</p> <p>Principal's report</p> <p>Governors' minutes if incidents have occurred</p> <p>Comparable attainment data</p> <p>Arbor records</p>	<p>The development of our RE and PSHE Curriculum which stays fluid and relevant to intake of children with protected characteristics</p> <p>Curriculum reviewed for unconscious bias.</p> <p>The teaching of modern British Values</p> <p>Anti-bullying policy</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p> <p>EAL Support</p> <p>Bell Foundation assessment tracker</p> <p>Flash Academy</p> <p>Review test and SATs results to determine actions and interventions.</p> <p>Pupil Surveys/Pupil Voice</p> <p>Place of worship visit to all religions in each year group</p>	<p>Monitor types of bullying and CPOMS categories.</p> <p>Celebration Assemblies</p> <p>Support national events</p> <p>Displaying student photos around school and class family ambitions</p> <p>School Counselling Service</p> <p>School Council</p> <p>Encourage and implement initiatives to deal with tensions between different groups within the school.</p> <p>The School Council has representatives from different year groups and a range of backgrounds, including SEND.</p> <p>Subject Ambassadors include children of different faiths, nationalities and children with SEND.</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> </ul>
-------------	----------------	---	---	--	---

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
<b>DISABILITY</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act.</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines, DDA Accessibility Plan Anti-Bullying Policy.</p>	<p>Inclusion Policy</p> <p>Equalities statement</p> <p>DDA Compliance</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p> <p>Primary Inclusion Team</p> <p>Pastoral Team</p> <p>Learning Support Service.</p> <p>Hearing Impaired Service</p> <p>Specialist nurses</p> <p>ACE team Teacher of the pupils with downs syndrome</p> <p>Teacher for pupils with VI</p>	<p>DDA compliance</p> <p>Newsletters</p> <p>Communications record with parents of children with disabilities and provision for staff under DDA.</p> <p>Principal’s communications.</p> <p>Academy Vision Statement.</p> <p>Ramps available</p> <p>Child sized changing equipment available in disabled toilet main building</p> <p>EYFS department</p> <p>Disabled toilet available in porta-cabin</p>	

	<b>Staff:</b>	Equal Opportunities Statement DDA Accessibility Plan Recruitment & Selection Policy Grievance Procedure Recruitment and promotion Data Information on any staff members registered as disabled.	Staff Mental Health Team  Staff Survey Committee  Staff Survey Results  Fair recruitment procedures  Staff counselling	DDA compliance  Fair and transparent HR processes  Occupational Health screening,  Staff briefings and communications.	New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.
--	---------------	--	--	--	--

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>DISABILITY</b>	<b>Pupils:</b>	<p>SEND and Inclusion Policy</p> <p>SEN achievement data</p> <p>Data on disabilities and adjustments.</p> <p>Arbor data on any child registered with a disability in our setting.</p> <p>Care Plans and any adjustments needed for individual children.</p> <p>Evidence of test access and interviews with parents</p> <p>DDA Accessibility Plan,</p> <p>Admissions &amp; Medicines Policy</p> <p>Analysis of 'micro population groups' as defined by Ofsted.</p> <p>Anti-bullying policy</p> <p>When planning trips and visits, we consider whether the activity accessible to pupils with disabilities.</p>	<p>DDA Compliance</p> <p>Development of the Religion and Worldviews Curriculum</p> <p>Development of the PSHE Curriculum</p> <p>Morning Meetings</p> <p>Votes for Schools Assemblies</p> <p>The school rules and fundamental British Values.</p> <p>Parent's forums and workshops and discussions on tolerance.</p> <p>Student Council/Voice. Assemblies and discussion in class 'Morning Meeting'.</p> <p>Pupils take a lead in assemblies and invite external speakers to contribute as appropriate</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p>	<p>SEND documentation such as SFP's and annual reviews</p> <p>Parent Voice</p> <p>Outside agency voice</p> <p>Student Council/Voice.</p> <p>Encourage and implement initiatives to deal with tensions between different groups within the school.</p> <p>Pupil wellbeing committee.</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> </ul>
-------------------	----------------	---	---	---	---



Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
<b>SEX</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines</p> <p>Anti Bullying Policy</p>	<p>Equality Guidelines</p> <p>SEND and Inclusion Policy.</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p>	<p>HR Policies and Procedures.</p>	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure</p> <p>HR data - tribunals, 1:1 meetings.</p> <p>Equal pay claims, cases of whistleblowing, recruitment and promotion data.</p>	<p>CPD access for all</p> <p>EAP scheme</p> <p>Staff Survey</p> <p>Staff Mental Health Team</p>	<p>Fair and transparent processes</p> <p>Training availability and attendance</p> <p>Staff briefings, Occupational Health screening, EAP scheme.</p> <p>Work with parents to promote knowledge and understanding of different cultures.</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>SEX</b>	<b>Pupils:</b>	<p>Admissions Policy</p> <p>Pupil Results</p> <p>Governors Minutes</p> <p>Arbor Data,</p> <p>Class Morning Meeting – Pupil Voice</p> <p>Behaviour Policy</p> <p>Anti-bullying policy</p> <p>When planning trips, visits and other activities, we consider whether the activity has equivalent facilities for boys and girls.</p>	<p>Development of the Religion and Worldviews Curriculum</p> <p>Development of the PSHE Curriculum</p> <p>Morning Meetings</p> <p>Votes for Schools Assemblies</p> <p>The school rules and fundamental British Values.</p> <p>Student Council/Voice. Assemblies and discussion in class 'Morning Meeting'.</p> <p>Pupils take a lead in assemblies and invite external speakers to contribute as appropriate</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p>	<p>Encourage and implement initiatives to deal with tensions between different groups within the school.</p>	<p>How pupils with different characteristics are performing</p> <p>Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information</p> <p>Make evidence available identifying improvements for specific groups</p> <p>Collate further data about any issues associated with protected characteristics, identifying any issues.</p>
------------	----------------	--	--	--	--

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
--------------------------	-------	--	---	--	--

<b>GENDER REASSIGNMENT</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Examples of supporting transition, Equality Guidelines, monitoring forms and surveys</p> <p>Anti- Bullying Policy.</p>	<p>SEND and Inclusions Policy</p> <p>Easy access to informed, relevant advice</p> <p>Newsletters</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p>	<p>Awareness of nationally recognised support groups who provide information</p> <p>Forums and Newsletters,</p> <p>EAP scheme</p> <p>School Counselling Service</p> <p>Academy Vision Statement</p>	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure</p> <p>Recruitment and promotion data for transgender, policy/guidance for staff transition.</p>	<p>Colleagues who have undergone gender reassignment included in policy development</p> <p>Staff training,</p> <p>Clear recruitment processes</p> <p>EAP scheme.</p> <p>Staff wellbeing committee</p> <p>Staff mental health team</p>	<p>Include staff who plan to/have undergone gender reassignment at local level policy/process development</p> <p>Staff Briefings</p> <p>Work with parents to promote knowledge and understanding of different cultures</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
<b>GENDER REASSIGNMENT</b>	<b>Pupils:</b>	School adheres to government guidelines regarding gender dysphoric pupils.	<p>Anti-bullying includes all groups of pupils including those experiencing gender dysphoria.</p> <p>Key workers</p> <p>School Counselling Service</p> <p>Pupil Council/Voice</p> <p>The school rules and fundamental British Values</p> <p>Parent’s forums and workshops and discussions on tolerance.</p> <p>Extended school activities to include all groups</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p>	<p>Monitor type of bullying taking seriously the reasons for school refusal and being bullied if gender related,</p> <p>Assemblies to promote ethos &amp; Diversity</p> <p>Counselling Service</p> <p>Pupil Council/Voice,</p> <p>Pupil Survey</p> <p>Encourage and implement initiatives to deal with tensions between different groups within</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> </ul>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>PREGNANCY &amp; MATERNITY</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines,</p> <p>Anti-Bullying Policy.</p>	<p>Compliance with Guidelines and Policies</p> <p>SEND and Inclusion Policy</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p>	<p>Ongoing communication and support, Academy Vision Statement.</p>	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Risk assessments</p> <p>Recruitment and promotion data, rate of return post maternity leave</p> <p>HR policies and procedures</p> <p>Adoption Policy</p>	<p>Compliance with legislation, maternity entitlements</p> <p>Flexible Working requests / adjustments made</p> <p>Risk assessments</p> <p>Staff Mental Health Team</p>	<p>Celebration of pregnancies and Births</p> <p>KIT days</p> <p>Invitations to academy events</p> <p>Paternity leave granted</p> <p>Staff Briefings.</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
<b>AGE</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines,</p> <p>Anti-Bullying Policy.</p>	<p>Compliance with guidelines and legislation.</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches.</p>	Academy Vision Statement	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure</p> <p>Recruitment and Promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.</p>	<p>Compliance with legislation</p> <p>Flexible working requests/ adjustments made</p> <p>Staff Mental Health Team</p>	<p>All events are inclusive</p> <p>CPD inclusivity of all age ranges</p> <p>Community volunteers, parent volunteers guest speakers.</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p> <p>Consideration of current agenda issues, e.g., menopause.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
--------------------------	-------	--	---	--	--

<b>AGE</b>	<b>Pupils:</b>	<p>Class Family Time</p> <p>Morning Meetings</p> <p>PSHE Curriculum</p>	<p>Key workers</p> <p>School Counselling Service</p> <p>Pupil Council/Voice</p> <p>Assemblies and discussions in class family time.</p> <p>Pupils take a lead in assemblies and invite external speakers to contribute as appropriate.</p> <p>Education with Character – The Character Curriculum</p>	<p>All events inclusive</p> <p>School work experience</p> <p>Community volunteers</p> <p>Curriculum Progression</p> <p>Guest Speakers</p> <p>Assemblies</p> <p>Principal’s communications</p> <p>School Counselling Service</p> <p>Pupil Council/Voice</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> </ul>
------------	----------------	---	---	--	---

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
--------------------------	-------	--	---	--	--

<b>RELIGION &amp; BELIEF</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines,</p> <p>Anti-Bullying Policy.</p>	<p>Inclusion Policy</p> <p><b>Time off for religious observation</b> if required or requested</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches</p> <p>Links and visits arranged with other schools who have children from different religions and cultures</p> <p>Promotion of community cohesion</p>	<p>Community Involvement</p> <p><b>Visits to places of worship</b> for every religion arranged through school</p> <p>Relationships developed with guest speakers from different faiths</p>	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure</p> <p>Recruitment and Promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.</p>	<p>Fair recruitment processes</p> <p>Documents translated if needed or requested</p> <p>Time off for religious observation if needed or requested</p>	<p>Community awareness and Involvement. Time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement. Work with parents to promote knowledge and understanding of different cultures.</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p> <p>Space for prayer if required or requested</p>



Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>RELIGION &amp; BELIEF</b>	<b>Pupils:</b>	<p>Group Equal Opportunities Student Statement</p> <p>Admissions</p> <p>Policy, class family time</p> <p>Religion &amp; Worldviews Curriculum</p> <p>Promotion of Community Cohesion through assemblies, the curriculum, visitors, guest speaks and educational visits</p>	<p>RE Curriculum</p> <p>PSHE Curriculum</p> <p>Education with Character – Equal Opportunities</p> <p>Curriculum reviewed for unconscious bias and compliance.</p> <p>British Values</p> <p>Parent’s forums and workshops and discussions on tolerance.</p> <p>Student Council/Voice</p> <p>Assemblies and invite external speakers to contribute as appropriate – linked to the curriculum</p> <p>Extended school activities to include all groups</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p>	<p>Assemblies</p> <p>Community awareness and involvement</p> <p>Time off for religious observance</p> <p>School Counselling Service</p> <p>Pupil Council/Voice</p> <p>School calendar adapted to meet the needs of majority religious group.</p> <p>Encourage and implement initiatives to deal with tensions between different groups within the school.</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> <li>• Space for prayer during specific religious events.</li> </ul>
------------------------------	----------------	--	--	---	---

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
--------------------------	-------	--	---	--	--

<b>SEXUAL ORIENTATION</b>	<b>ALL:</b>	<p>Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct</p> <p>Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010</p> <p>Equality link governor</p> <p>Designated member of SLT with responsibility for equality.</p> <p>Equality Guidelines,</p> <p>Anti-Bullying Policy.</p>	<p>Inclusion Policy</p> <p>Links developed with people and groups who have specialist knowledge about particular characteristics to help inform and develop approaches</p>	Academy Vision Statement	
	<b>Staff:</b>	<p>Equal Opportunities Statement</p> <p>Recruitment &amp; Selection Policy</p> <p>Grievance Procedure</p> <p>Recruitment and Promotion</p> <p>HR Date</p>	<p>Fair recruitment processes</p> <p>Engage Staff in Policy Development</p> <p>INSET Staff Welling Training</p>	<p>Staff briefings,</p> <p>Work with parents to promote knowledge and understanding of people from different and diverse backgrounds</p>	<p>New staff to receive training on the Equality Act as part of their induction and all staff to receive annual refresher training.</p>

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
--------------------------	-------	--	---	--	---

<b>SEXUAL ORIENTATION</b>	<b>Pupils:</b>	<p>Admissions Policy</p> <p>Class Morning Meeting Time</p> <p>Governors' minutes</p> <p>Comparable attainment data</p> <p>Arbor Data</p> <p>Pupil exclusion for discriminatory Behaviour</p>	<p>RE Curriculum</p> <p>PSHE Curriculum</p> <p>RSE Curriculum</p> <p>Promotion of diverse and different families displayed around school</p> <p>Education with Character – Equal Opportunities</p> <p>Curriculum reviewed for unconscious bias and compliance.</p> <p>British Values</p> <p>Parent's forums and workshops and discussions on tolerance.</p> <p>Student Council/Voice</p> <p>Votes for Schools Assemblies</p> <p>Assemblies and invite external speakers to contribute as appropriate – linked to the curriculum</p>	<p>Assemblies</p> <p>Team work</p> <p>Any needs identified and strategies put in place to support students</p> <p>Guest Speakers</p> <p>School Counselling Service</p> <p>Pupil Council/Voice.</p> <p>Encourage and implement initiatives to deal with tensions between different groups within school</p>	<p>Principal to produce report for Local Governing Body, including:</p> <ul style="list-style-type: none"> <li>• How pupils with different characteristics are performing.</li> <li>• Analysis of the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</li> <li>• Collate further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.</li> </ul>
---------------------------	----------------	--	---	--	---

			<p>Extended school activities to include all groups</p> <p>Use of data to identify groups and implement planned interventions to meet their needs</p>		
--	--	--	---	--	--