

The information contained in this duty reflects the practices of Headlands Primary School October 2016

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaces the existing Race, Disability and Gender Equality Duties.

The 3 aims of the General Duty is:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

STAGE 1: EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p>	<p>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</p> <p>Further narrow the gap</p>	<p>How do we foster good relations between people who share a protected characteristic and those who do not?</p>
<p>Race</p>	<p>Racial incidents are recorded and sanctioned within the guidance of the Positive Conduct Policy. Parents of both the aggressor and Victim are informed and supported. LA are also informed as and when incidents occur</p> <p>Assemblies provide opportunities to promote racial equality: Positive differences and similarities.</p> <p>Assembly themes are driven by NPAT DARE initiatives and the RE Curriculum, They are displayed on the Global Year book</p> <p>As part of international aspect of the curriculum, pupils are taught and take part in projects which celebrate cultural difference.</p> <p>Figures from different races; dressing up clothes; assemblies; reading schemes represent different cultures and library has dual language and bilingual dictionaries; PSHE curriculum; work/displays</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p> <p>The Positive Conduct Policy reflects our commitment to equality irrespective of race.</p> <p>Governing Body monitors issues/questions that have arisen through the Head Teacher's Report.</p> <p>Essential Information shared with parents in language required by parent.</p> <p>Website facilitates equal opportunity for all language</p> <p>Class assemblies on Tuesdays – each year group will present on a particular focus</p>	<p>Whole School Assembly</p> <p>Curriculum Response to Global/International Issues Planned/unplanned</p> <p>School Library resourced with dual language resources and those which promote cultural differences.</p> <p>Racial Equality educational visits which develop positive relations</p> <p>Racial Equality visitors to school to develop the topic R.E in the community.</p> <p>Teachers/School Staff encouraged and supported to undertake International Visits so pupils learn from first-hand experience</p>

	<p>Multicultural club ensures that differences between individuals are celebrated.</p> <p>Incidents of race are reported to the governing body through the HT report and strategically addressed through wider safeguarding.</p> <p>All lunchtime staff and pupil prefects report on children's concerns at play/unstructured times.</p> <p>Worry Boxes in classrooms enable children privately to share their worries and concerns.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process. Safer recruitment guidelines are followed</p>		
Disability	<p>We are a fully disabled access school with a lifts, ramps and toilets</p> <p>The Inclusion Policy reflects school practice in ensuring all learners make progress.</p>	<p>All pupils have equal curriculum access, regardless of disability</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Governing Body monitors action arisen from through the Head</p>	<p>Whole school Assembly covering topics such as Autism awareness, epilepsy etc.</p> <p>School Library resourced with books which promote individualities.</p> <p>PHSE curriculum strengthening the</p>

	<p>Health and Safety of staff and pupils with difficulties are discussed at pastoral/child protection meetings held fortnightly with Head, Deputy & FSW.</p> <p>Risk Assessments are created to support inclusion.</p> <p>Pupils/staff with a disability – needs shared through one page profiles</p> <p>Inclusion Manager liaises with agencies that provide support listed on Statements/EHC plans as recommended by paediatrician.</p> <p>Incidents that are as a result of a disability are reported to the governing body through the HT report and to the LA as and when they occur.</p> <p>Images of different children in school prospectus. Families have access to family support to share concerns.</p>	<p>Teacher's Report.</p> <p>Learning of those with disabilities is monitored closely as part of SEN Code of Practice 2014.</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child. E.g. Interpreters and parents</p> <p>Risk Assessments are created and implemented for those pupils who have high levels of need.</p> <p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary to enable inclusion.</p> <p>Personal Emergency Evacuation Plans (P.E.E.Ps) would be written for children with severe disabilities.</p>	<p>understanding that we are all different and that this is to be celebrated.</p> <p>Awareness weeks including coffee mornings & cake sales to raise money for different charities</p>
<p>Sex</p>		<p>All pupils have equal curriculum/wider curriculum access, regardless of gender.</p>	<p>CLASS assemblies</p> <p>Circle time/age appropriate PHSE curriculum</p>

	<p>Our rigorous work with data identifies gender differences and interventions are set to reduce gap within school and against national patterns.</p> <p>Our Sex and Relationships Policy guides our practice in our approach to teaching of gender specific health issues/ matters.</p> <p>The school nurse makes visits to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>	<p>Clubs are attended by and offered to all pupils.</p> <p>The Positive Conduct policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensures equality for all in the appointment process</p> <p>We try to ensure that when undertakings enrichment activities; both genders are represented through staff.</p> <p>We challenge stereotyping of gender roles.</p> <p>The relevant staff are advised on any gender related health issues. Referrals can be made by both staff and parents.</p>	<p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Visits and Visitors/role models representing both genders.</p>
<p>Gender Reassignment</p>	<p>Emotional health and well-being of pupils/staff is of paramount.</p> <p>To support pupils, we offer a range of Emotional Well-being Interventions that are decided upon as a result of undertaking the following assessment.</p> <p>Emotional Literacy Assessment SDQ Boxall profile</p> <p>Pupils can self-refer to our FSW in relation to emotional and mental health.</p>	<p>All pupils have equal curriculum access, regardless of gender</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Our Positive Conduct policy reflects our commitment to equality irrespective of gender.</p> <p>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</p>	<p>Class assemblies</p> <p>Circle time/age appropriate PHSE</p> <p>Rich & diverse curriculum opportunities/experiences.</p>

	<p>FSW is available daily and her direct work with parents enables her to signpost support as necessary.</p> <p>The school nurse makes visits to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents</p>		
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Pregnancy and Maternity	<p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process as per the safer recruitment policy</p> <p>Emotional health and well-being of staff is of paramount importance</p> <p>Staff have access to NCC Employee Assist if they feel it is necessary.</p> <p>Staff referred to Medigold to ensure health and well-being enables them to fulfil their role.</p>	<p>Risk assessments are undertaken formally when a member of staff announces her pregnancy.</p> <p>Adaptations to staff working arrangements as necessary.</p>	<p>Whole school assemblies</p> <p>Circle time/age appropriate PHSE curriculum</p> <p>Rich & Diverse curriculum opportunities/experiences.</p> <p>Crèches for parents for meetings and parent's evenings/school events.</p> <p>Adaptations to staff working arrangements as necessary.</p>
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<p>Age</p>	<p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process as per the safer recruitment policy.</p> <p>Emotional health and well-being of staff is of paramount importance.</p> <p>Staff have access to NCC Employee Assist if they feel it is necessary.</p> <p>Staff referred to Medigold to ensure health and well-being enables them to fulfil their role.</p>	<p>Risk assessments are undertaken formally when a member of staff expresses concern.</p> <p>Adaptations to staff working arrangements as necessary.</p> <p>When appointing staff, a fair and transparent practice is adhered to which ensure equality for all in the appointment process.</p>	<p>Whole school assemblies</p> <p>Circle time/PHSE curriculum</p> <p>Rich & diverse curriculum opportunities/experiences</p> <p>Elderly visitors to the school to share experiences.</p> <p>Visits to the elderly housing in Sheraton Close</p>
<p>Religion and Belief</p>	<p>All pupils are offered the Northamptonshire agreed syllabus for RE.</p> <p>All pupils are offered visits to a</p>	<p>All pupils have equal curriculum access, regardless of race</p> <p>Clubs are attended by and offered to all pupils.</p>	<p>Assemblies</p> <p>Circle time/PHSE curriculum</p> <p>Rich & diverse curriculum</p>

	<p>variety of places of worship.</p> <p>All pupils have the opportunity to take part in assemblies, although parental wishes are respected.</p> <p>All parents are offered the right to withdraw their pupils from RE and collective worship.</p> <p>Staff beliefs are respected and catered for (time to pray).</p> <p>Racial/Religious incidents are recorded and sanctioned within the guidance of the Positive Conduct Policy. Parents of both the aggressor and victim are supported.</p> <p>Assemblies provide further opportunities to promote religious belief and breakdown stereotypes.</p> <p>The curriculum offers visits to religious places to ensure pupils have accurate knowledge.</p> <p>Visitors from different faith communities visit school to support the curriculum/lead assemblies. Incidents of race/attack of religion are reported to the governing body through the HT report.</p> <p>Lunch staff report on children's concerns at play/unstructured times.</p> <p>Worry Boxes in class rooms enable</p>	<p>The Positive Conduct Policy reflects our commitment to equality irrespective of religious belief.</p> <p>Governing Body monitors questions/issues that have arisen from the Head Teacher's Report.</p> <p>Religious Celebration days are recorded as an authorised absence</p> <p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief</p>	<p>opportunities/experiences.</p> <p>R.E educational visits which develop positive relations</p> <p>R.E visitors to school to develop the topic R.E in the community.</p> <p>Teachers/School Staff encouraged and supported to undertake international visits so pupils learn from first-hand experience.</p>
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	<p>children privately to share their worries and concerns.</p> <p>When appointing staff, a fair and transparent practice is adhered to. This ensures equality for all in the appointment process.</p>		
Sexual Orientation	<p>Full acceptance of staff choice of orientation.</p> <p>Emotional health and well-being of pupils/staff is of paramount and supported at Wave 1-3.</p> <p>Any derogatory comments made in regard to sexual orientation are recorded (sanctioned) and reported through SIMs to parents, the Governing Body and the Local Authority.</p> <p>Our FSW supports families in various states of emotional need and offer advices, sign posts support.</p> <p>To support pupils, we are developing a range of Emotional Well-being Interventions that are decided upon as a result of undertaking the following assessment.</p> <p>Boxall profile SDQ PASS Survey</p>	<p>All pupils have equal curriculum access, regardless of gender/sexual orientation</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Our behaviour policy reflects our commitment to equality irrespective of gender/sexual orientation.</p> <p>When appointing staff, a fair and transparent practice is adhered to, which ensures equality for all in the appointment process.</p> <p>PHSE Curriculum that develops an understanding of differences in families.</p>	<p>Assemblies</p> <p>Circle time: acceptance that a family can be varied.</p> <p>Diverse curriculum</p> <p>A flexible PHSE curriculum that responds directly to issues affecting children within the home, school, wider community.</p>

	<p>FSW is available daily and her direct work with parents enables her to signpost support as necessary.</p> <p>The school nurse makes visits to the school to advise on any referrals she receives with regard to gender related health issues. Referrals can be made by both staff and parents.</p>		
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STAGE 2 EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	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?
Race	<p>Work to prevent bullying in school; reviewed at the start of every term through an assembly.</p> <p>Pupils views gathered to ensure pupils have the chance to indicate if they feel safe.</p> <p>Worry boxes are available in each classroom</p> <p>Pupils of a different race are encouraged to share in school their cultural traditions.</p>	<p>Pupil surveys</p> <p>Translation of information on school website</p> <p>School council</p> <p>Multi-Cultural clubs</p> <p>Translator available on request</p> <p>PSHE to challenge pupil thinking.</p>	<p>Visitors to school.</p> <p>PSHE to challenge pupil thinking.</p> <p>Celebration of special days through assembly themes</p> <p>Home visits before starting school (nursery & reception)</p>

	EAL Co-ordinator supports English as an additional language learning in class		
Disability	<p>The whole ethos of our school supports and values pupils with disabilities and through our Inclusion Lead</p> <p>Pupils are supported as required and dictated by other healthcare agencies.</p> <p>Staff who express that a physical disability is affecting them are supported as they need to be.</p>	<p>Staff training: - Individual/whole team as required</p> <p>Staff made aware of inclusion policy</p> <p>Use of Dyslexia system</p> <p>Pupil Alerts on display in Staff room for all involved with the child to see.</p> <p>Medical information in place in each classroom with provision arrangements for health care of pupils.</p> <p>Multi agency working with Healthcare professionals</p> <p>SENCo; family support workers; learning mentor;</p> <p>Reserved parking space and reserved seats at performances; School lift, ramps; Home/School books; Home resources provided by school; Regularly reviewed accessibility plan; Handrails to support access</p>	<p>Enlarged print; ramp access;</p> <p>Disabled toilets;</p> <p>Sign language at parents' eves and IEP's;</p> <p>Enhanced facilities for people with hearing, sight, mobility disability;</p> <p>Making reasonable adjustments where required;</p>

Sex	<p>All pupils have equal curriculum access, regardless of gender.</p> <p>Clubs are attended by and offered to all pupils</p> <p>Our Positive Conduct Policy reflects our commitment to equality irrespective of gender</p> <p>Track girls/boys progress to monitor equality.</p>	<p>Rich & Diverse curriculum</p> <p>School Council</p> <p>Pupil/Parental Surveys</p> <p>PSHE to challenge pupil thinking.</p> <p>Worry boxes in all classrooms</p> <p>Pastoral Support - FSW</p>	<p><i>Whole school assemblies</i></p> <p><i>Circle time/PHSE curriculum</i></p> <p><i>Rich & Diverse curriculum opportunities/experiences.</i></p> <p>Visits and Visitors/role models representing both genders.</p>
Gender Reassignment	<p>Not applicable</p> <p>External specialised support from agencies when needed</p>		

Pregnancy and Maternity	<p>Pupils have full access to SRE at an appropriate level.</p> <p>Workforce procedures are followed with staff that are pregnant or on maternity leave.</p> <p>Parents and tots group run at school. Keeping in touch days, Consideration for flexible working following new birth. Honouring appointments.</p>	<p>Pupils have access to SRE to ensure their safety.</p>	<p>School nurse supports SRE.</p> <p>Whole school/class Worry Boxes enable children to express confidentially their worries and concerns,</p>
Age	<p>Workforce procedures are followed with staff.</p> <p>Harvest Festival assembly, Curriculum support (knitting, sharing experiences).</p> <p>Performances to local residents,</p> <p>All family invited to school events which frequently includes grandparents.</p>	<p>Pupils are taught about the life cycle through science and PSHE</p> <p>Pupils are taught about the importance of respect to all and this is reinforced through our school rules and sanctions of the Positive Conduct Policy.</p> <p>Preparation for retirement and pension information for all;</p>	<p>Wider family members of all ages are encouraged to help in school and attend events and celebrations.</p>

		Handrails to support access; School birthdays celebrate birthdays of young and old	
Religion and Belief	<p>Learning about religion within R.E is reinforced through assemblies.</p> <p>Access to multicultural books and a wide range of faith books and artefacts. throughout the school.</p> <p>Parents with English as a second language are supported through translators.</p> <p>Explanation on why certain groups do not attend collective worship</p>	<p><i>Access to multicultural books and a wide range of faith books and artefacts.</i></p> <p><i>Parents with English as a second language are supported through translators where needed</i></p>	<p>Visitors to Places of worship – Hindu, Sikh, Muslim, Christian as part of the R.E. curriculum.</p> <p>Multi Faith Visitors to school to share information about their faith.</p> <p>Contact made within the community to support translation/speaking with parents whose language is not spoken at school.</p> <p>Liaise with parents of other faiths to ensure that there is fair access to the curriculum and wider opportunities.</p>

<p>Sexual Orientation</p>	<p>Worry Boxes in class rooms enable children privately to share their worries and concerns,</p> <p>Inappropriate use of homophobic language is challenged, reported, sanctioned and remains in child's file.</p> <p>Assemblies about verbal/physical bullying;</p> <p>Circle time;</p> <p>Staff choice of disclosure; including same sex relationships when describing family units in UKS2 PSHE/SRE sessions;</p> <p>Sensitivity to children as they present concerns</p> <p>FSW is available daily and her direct work with parents enables her to signpost support as necessary</p>	<p>Positive Role models throughout the school regardless of their sexual orientation.</p> <p>Respect and value for each other's personal identity reinforced as a school value.</p>	<p>FSW parental /pupil support EHA/TAF multi agency working to sign post support</p>
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STAGE 3 - EQUALITY Summary statement of effectiveness

Setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Strong practice in place	Strong practice in place	Good practice in place – continuing to develop evidence collection
Disability	Strong practice in place with successful integration of children with significant needs.	Strong practice in place	Strong practice in place
Sex	Developing and improving	Strong practice in place	Strong practice in place
Gender Reassignment	Dealt with as applicable	Dealt with as applicable	Dealt with as applicable
Pregnancy and Maternity	Good practice	Good practice	Good practice
Age	Strong practice in place	Strong practice in place	Strong practice in place
Religion and Belief	Good practice	Good practice	Good practice
Sexual Orientation	Dealt with as applicable	Dealt with as applicable	Dealt with as applicable

Following completing Stage 1 and Stage 2 it is very clear that we have policies and practices securely in place to protect those individuals who fall within the protected characteristics. We are very flexible in our curriculum response to “need” and much of our deeper response to the above characteristics currently happens as a result of an incident within school or news globally/nationally. Some of the characteristics have a greater predominance in our school such as Race, Sex, Religious Beliefs and Disability. We are committed to ensuring that our practice is strong and educating children in order to prevent any attacks from lack of knowledge, understanding, general respect rather educating in response after the event. Our support for these groups and a greater understanding for those who do not share that characteristic have been addressed to in our action plan below.

Stage 4: EQUALITIES OBJECTIVES ACTION PLAN

DATE OF PUBLICATION MARCH 2017 (Must be updated at least every 4 years)

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.....)	Annual Red/Amber/Green rating
To develop mental health and wellbeing into the curriculum. 2017/18	All groups	To have a focus on mental health awareness across the school, and increasing staff awareness of the prevalence of mental health issues in children, staff & parents and how to recognize and act on the symptoms.	Karen Smith	Staff training provided on recognizing key indicators mental health problems – From Sept 17 TMHS project Participation 2017 Staff wellbeing survey 2017 Development of pastoral team from Sept 17 Introduction of protective behaviours curriculum from Sept 17 Training for staff on Sept inset day.	Amber
To increase the involvement of the elderly people in our local community by 2017/18	Age	Schedule of events for the next academic year.	SLT	Residents to be contacted from summer term 2017 to find out what involvement they would like from the school	Amber

				Include elderly participation inside and out of school e.g. grandparent day/group activities	
To use data to identify any differences in educational standards of protected groups	All groups	Individual group targets set to diminish any differences in outcomes	SLT	Scrutinise recent data and raise online to identify national and in school differences from Sept 17	Amber