

**Equality Duty Information & Objectives**

# **Date of publication: September 2023**

*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 Equality Duty are:

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.

1. 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

1. 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.

The nine protected characteristics/groups are:

* + Age (as an employer – but not applicable to pupils)
  + Disability
  + Sex
  + Gender reassignment

* + Race
  + Pregnancy and maternity
  + Religion or belief
  + Sexual orientation
  + Marriage or Civil Partnership

Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

* + Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
  + Every pupil should be helped to develop a sense of the personal and cultural identity that is confident and open to change, and that is receptive and respectful toward other identities.
  + Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain’s multi-ethnic society and in the wider context of an interdependent world.

In compiling this equality information we have:

* + Built relationships within our school community and looked at ways to support the protective characteristics.
  + Examined how our school engages with protected groups, identifying where practice could be improved.
  + Analysed our effectiveness in terms of equality since the school opened.

School Context & Summary of Effectiveness

Buckton Fields Primary School is a brand new school based on the Buckton Fields estate in Northampton. We currently have 47 pupils on roll, with the capacity of 420 when we are full.

We are an inclusive, supportive school where pupils thrive and we aim to provide high quality education where each child is valued as an individual. Since opening, we are proud of the partnerships we have built with our families and school community. We have a strong values-based culture which underpins everything that the school does.

We are founded on the philosophy of ‘Fun, Creativity & Achievement’ and strive to ensure that every pupil is provided with opportunities in all areas of the curriculum, with additional offerings that support out children to find and celebrate their individual talents.

We have strong recording and supporting systems in place to deal with any suspected bullying, sexual harassment, racial or other prejudice incidents and these recorded by the Senior Leadership Team, detailing any actions and following up on these through our monitoring procedures. All staff are trained on the reporting procedures in place, and any issues with specific pupils are mentioned in meetings for teaching and supporting staff. Where necessary, we report incidents to the CEO and wider Trust via the Compliance Committee.

Our SEN provision is strong and all pupils are integrated effectively, including those with significant needs who are provided with a tailored curriculum. We currently have 1 child with an EHCP. We are proud of our success with supporting children with additional needs and we have effective systems in place to identify children who require additional support, and accessing support from outside agencies.

Equality Duty Information - Equality

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| Protected Characteristics |  | Equality  Aims of the general duty |  |
|  | What evidence do we hold that we eliminate unlawful discrimination, harassment & 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 | Staff of a wide range in school  LAB members range in age  Safe recruitment policy | Open recruitment procedure  Recruitment training for leaders | Community links to the school  Visitors to the school  Positive role models |
| Disability | SEN provision mapping  External agency engagement to ensure correct practice  EHC plans regularly monitored and updated  Site accessible & disabled parking spaces in car park  Lift for upstairs access  3 disables toilets in the school and 2 medical rooms | Accessibility plan  SenCo co-ordination  Regular on-going training for staff  Support from SSS  Ensuring all children have opportunity to take part & make adjustments accordingly, ensuring all can participate in curriculum activities  Resources are adapted to ensure all can engage with curriculum learning | Regular meetings with parents-  encouraging their relationship with outside support groups & agencies  Celebrating differences and achievements for all  Values curriculum – inspirational role models including those with disabilities |

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| Sex | Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings  Safe recruitment policy; Support equal rights and to reduce stereotypes of  boy/girl from EY onwards through  Relationships Education  Staff of both genders employed  Sports clubs that cater for all genders | A varied curriculum to ensure that both  sexes are engaged  Inclusive sports opportunities  Inclusive values curriculum  Role models champion both genders  Safeguarding training  Equal opportunity awareness from staff training sessions  Training on the Relationships Education | Shared sports  Curricular activities aimed at all  Celebrating achievements for all  Values system  Role models of both genders  Community visitors of both genders Encouraging family members of both genders to be involved in school events – breakfast for dads etc |
| Gender reassignment | Not applicable at current  time of publication but we would gather advice from the relevant agencies Values curriculum that promotes tolerance, respect and a celebration of difference  Well-being curriculum to support children Regular meetings with family/ check in sessions with child would take place | Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of  opportunity  Trust training delivered by the Mermaid project | Deal with on a case by case basis;  Offer professional support or help signpost to suitable professional agencies  Provide opportunity to participate in the school community  Provide pastoral care/ nurture support to child and family |
| Race | Comparative analysis of data to ensure attainment & progress in line regardless of race  Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy  Values curriculum celebrating diversity  Prevent Duty in place  A range of cultures celebrated through a range of resources, celebration days and visitors  Role models from a range of cultures  Equality statement in place for recruitment | Tracking to ensure progress at pupil progress meetings & data analysis meetings  EAL support & resources available  Inclusive opportunities to all activities  Visitors form a range of cultures Pastoral support available for parents & children  Equal opportunity employer | Visitors from a range of cultures  Assemblies  Values curriculum  Positive role models  Wider curriculum explores variety of cultures  Ensuring the engagement of all of the school community in celebrations days/school events. |
| Pregnancy & Maternity | Flexible time off for antenatal appointments, etc;  re-training on return to work;  Continuity of care & teaching of pupils before & during maternity leave; | Open discussions with regard to:  Maternity policy  Return to work policy  Overlap/ catch up with “KIT” days | Opportunities for new parents to bring their  child/ren in to visit;  Invite staff to functions & productions;  Keeping in touch (KIT) days |

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|  | Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy. Fulfilling all obligations for maternity/ paternity leave/medical and maternity  appointments;  Choice of return date(s);  Keeping in touch days offered;  Provision of childcare facilities for visitors  (feeding, changing, etc) |  | Open discussion & support provided to staff |
| Religion and belief | Curriculum study involves a range of religions and promotes tolerance & support  of all types of belief and non-belief  Modern British Values curriculum  Prevent Duty in place | Curriculum that promotes understanding, tolerance& support for individual  belief/non-beliefs RE celebration days  Staff trained in Prevent Duty | Visitors from a range of religions  Assemblies cover key events in a range of religions  RE celebration days  Values curriculum  Positive role models from a range of religions  Recognise the right to withdraw form some non-statutory events due to religion/belief |
| Sexual Orientation | Values system promotes respect for difference  Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems Equal opportunity recruitment policy Use of acceptable language, not tolerating the use of the word gay as a term of abuse | Curriculum that promotes tolerance and respects difference  Recruitment policy that welcomes all Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life  Positive role models  Through wider curriculum children aware that families are different but all special | Same sex partnership families are given equal opportunities to engage with school life & events  Same support for all parents and children regardless of orientation  Curriculum that promotes tolerance and respect for others  Staff choice of disclosure |
| Marriage or civil partnership | Values system promotes respect for difference  Anti-bullying policy in place with reporting arrangements in place for  incident logging & monitoring systems | Curriculum that promotes tolerance and  respects difference  Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life  Positive role models | Same sex partnership families are given equal opportunities to engage with school life & events  Same support for all parents and children regardless of orientation  Curriculum that promotes tolerance and respect for others  Staff choice of disclosure |

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|  |  | Through wider curriculum children aware that families are different but all special |  |

Equality Duty Information - Engagement

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| Protected Characteristics |  | Engagement  Aims of the general duty |  |
|  | How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment & victimisation? | How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not? | How do engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not? |
| Age | The school has an ethos that values all, regardless of protected characteristic. Recruitment for staff/ LAB/ volunteers does not discriminate against age, as shown by the range of ages of those involved in the school. | We have a wide range of ages in the school community who all have equal access to community events & are welcome to get  involved in the school | Arranging community events that  encourage family members of all ages |
| Disability | The school has an ethos that values all, regardless of protected characteristic.    Each pupils/adult need determined individually, with the right support provided for them to be successful in the | Accessibility plan & individual EHCPs updated, monitored & evaluated regularly to ensure accessibility & equality of opportunity, with adjustments made whenever necessary.  Sen co co-ordination & regular on-going training for staff plus the use of additional | Ethos of the school supports and values all pupils and encourages them to value and support difference within each other. |

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|  | school, whether it is physical support in terms of access or academic support. | needs team mean we are proactive in our approach.  All staff involved made aware of medical/health care needs of pupils Close liaison with parents and other professionals involved to ensure a united approach |  |
| Sex | Equal opportunities promoted amongst children and staff.  Equal curriculum access regardless of gender.  Full school commitment to equality regardless of gender across all policies  Pupil Equality & Diversity Champions | An exciting and engaging curriculum  Inclusive sports opportunities  Inclusive values curriculum  Role models champion both genders  Pupil surveys ensure all pupils have a voice  Equality & Diversity Curriculum | Shared sports  Curricular activities aimed at all  Celebrating achievements for all  Values & Equality & Diversity system  Role models of both genders  Engagement with both genders of pupil families |
| Gender reassignment | Not applicable at current time of publication but we would gather advice and support from the relevant agencies | Equality & Diversity curriculum & relationships Education ensures understanding for pupils | Manage on a case by case basis;  Offer professional support or help signpost to suitable professional agencies & provide  opportunity to participate in the school community  Provide pastoral care/ nurture support to child and family |
| Race | The school creates a culture where all individuals are valued, with assemblies that promote a range of cultural traditions.    Anti-bullying and anti-racism is part of the school ethos, and these values are embodied by all – the community knows that any incidents can be reported without fear of repercussions on behalf of the informer.    A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly    Equality & Diversity curriculum – termly focus | Black History Month celebrated    Curriculum engages with other countries and cultures    School council/pupil surveys ensure all pupils have a voice    Equality & Diversity Curriculum ensures subjects such as Black Lives Matters are shared with pupils so that they have a clear understanding of the meaning of privilege and discrimination | Visitors from a range of cultures  Assemblies  Values curriculum  Positive role models  Wider curriculum exploring a variety of cultures |

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| Pregnancy & Maternity | The school will offer support for pregnancy and maternity including “KIT” days.  Flexible working arrangements considered for returning to work. | Open discussions with regard to:  Maternity policy  Return to work policy  Overlap/ catch up with “KIT” days to ensure that there is no disadvantage to staff | Keeping in touch (KIT) days  Open discussion & support provided to staff |
| Religion and belief | Curriculum study involves a range of religions and promotes tolerance & support  of all types of belief and non-belief Modern British Values curriculum Engagement with wider religious communities | Curriculum that promotes understanding, tolerance& support for individual belief/non-beliefs | Visitors from a range of religions Positive role models from a range of religions |
| Sexual Orientation | Values system promotes respect for difference  Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems  Staff choice of disclosure  Equality & Diversity curriculum & relationships Education in placer in school | Recruitment policy that welcomes all Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life  A wider curriculum- Equality & Diversity curriculum & relationships Education ensures understanding for pupils  Children aware that families are different but all special | Same sex partnership families are given equal opportunities to engage with school life & events  Same support for all parents and children regardless of orientation  Curriculum that promotes tolerance and respect for others |

Equality Plan Objectives & Action Plan: October 2021 – July 2025

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| Objective | Which protected groups(s) will this most affect/influence | How we will know we have achieved the objective | Lead & other key people | Actions | Annual  Red/Amber/Green  rating  *First review July 2023* |
| To monitor to ensure no difference in pupil achievement by race, | All | Progress rates are at least good for all groups of pupils | Principal All staff | Termly pupil progress meetings to discuss progress and provide |  |

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| gender or disability and act on any trends or patterns in the data that require additional support for pupils. |  |  |  | intervention and acceleration strategies where necessary |  |
| To embed a values based culture within our school that deepens pupil understanding of equality, diversity and protected groups as our children get older. Ensure that these are promoted by all stakeholders and that pupils are given opportunities to make contributions to this. | All protected groups | Children will demonstrate increased awareness, respect and understanding School environment clearly promotes  equality & diversity    All members of our community feel represented through our curriculum and experiences on offer | Principal  Well-being Lead | Ongoing through the academic year    Staff training on how to support children understanding of gender and protected characteristics    Wider range of reading materials and displays on offer for pupils    Questionnaires to  evaluate impact    Staff to embrace opportunities through curriculum planning,  book choice, displays  etc    Pupils voice is  captured |  |

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|  |  |  |  | Promotions via newsletter, website &  social media accounts    Adapted as our children get older and develop their understanding |  |
| To increase pupil understanding & appreciation of difference by ensuring that we take all opportunities to engage with our community groups, learn about cultural celebration events, and support and uphold key global events, using these to further educate and celebrate difference. | All protected groups | Pupils & other stakeholders can articulate and demonstrate understanding and respect for others in protected groups.    A range of experiences ensure that our community feel represented. | Principal    SLT | Across the school year, a timetable of global events, and important cultural celebrations is built into school day through lessons, assemblies and visitors.    Visitors celebrate different cultures and disabilities, ensuring representation    Evaluation of how to discuss/share key events related to protected characteristics such as gay pride month, black history month and disabilities in a sensitive manner |  |