

## ***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

<b>FINAL September 2019</b>
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<b>Date for Next Revision – September 2023</b>
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## **Appendix 2**

### **Academy specific information**

**Name of academy:** Sywell CE 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. It appears routinely on the agenda of both the AGC and the Staff Meeting. 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 school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

#### **Fostering good relations**

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding collective worship and class reflection dealing with relevant issues. Pupils will be encouraged to take a lead in such aspects and we will also invite external speakers to contribute.

- Working with our local community. This includes inviting leaders of local faith groups to speak, and organising school trips and activities based around the local community.

### **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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## Equality Objectives

**Objective 1: Ensure at least one member (preferably more) involved in recruitment have completed Safer recruitment training and all have a good understanding of the legal requirements of the equalities act.**

**Why we have chosen this objective:** We want to be sure that all groups feel inspired to join our team and have every opportunity to excel at interview.

**To achieve this objective, we plan to:** Check that all recruitment panels have members who have undergone safer recruitment training. Ensure that this training is updated at least every 3 years. Provide information about school's expectations for equality to interview panels.

**Progress we are making towards this objective:**

- Headteacher has received Safer Recruitment training – this is due to be updated in Autumn 2022.
- A second member of staff (Senior Teacher) will also be undertaking Safer Recruitment training in Autumn 2022, following postponement of training from May 2022.

**Objective 2: Promotion of cultural understanding and awareness of different cultures and religious beliefs between different ethnic groups within our school and local community.**

**Why we have chosen this objective:** We believe it is important to deliver a broad and rich curriculum that will give the children understanding and experience of a range of cultures and beliefs that may be different to their own. This will equip them for life in modern society and fulfil our vision of unifying people in working towards a shared purpose, whilst recognising and accepting people's differences.

**To achieve this objective, we plan to:** Through class reflection, RE, PSHE and our school ethos we will promote an understanding and expectation of respect and understanding of all others, valuing different cultures and beliefs.

**Progress we are making towards this objective:** Development of staff subject knowledge through attendance at CPD focusing specific faiths. Attendance was decided according to the curriculum map and all teachers have attended faith specific training for the units they are responsible for teaching. The school's Christian Narrative links directly to this and is therefore integral to the ethos of the school.

**Objective 3: Actively identify and address gaps in achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**

**Why we have chosen this objective:** We believe that all children should be supported to aspire and achieve in all that they do. No child should be left behind. Every child should be given the support and help they need to achieve their best.

**To achieve this objective, we plan to:** Regularly monitor children's progress through a range of methods including, but not exclusively, pupil progress meetings and data. The Headteacher/SENCo will monitor all children, those with additional needs or in identified groups and ensure that appropriate support is provided when and where needed. Progress of these children will be identified with class teachers in PPM and monitored over time.

**Progress we are making towards this objective:** Routine PPMs have ensured all staff are aware of those pupils that may be considered disadvantaged. Analysis of all individual pupil data is made between Headteacher and Class Teacher, with additional narrative around individual circumstances and SEMH needs.

### **Appendix 3**

**Equality Objective 1 : Ensure at least one member (preferably more) involved in recruitment have completed Safer recruitment training and all have a good understanding of the legal requirements of the equalities act.**

#### **Why have we chosen this objective:**

We want to be sure that all groups feel inspired to join our team and have every opportunity to excel at interview.

#### **To achieve this we plan to:**

- Check that all recruitment panels have members who have undergone safer recruitment training.
- Ensure that this training is updated at least every 3 years.
- Provide information about school's expectations for equality to interview panels.

#### **Progress we are making towards achieving this objective:**

- Headteacher has received Safer Recruitment training – this is due to be updated in Autumn 2022.
- A second member of staff (Senior Teacher) will also be undertaking Safer Recruitment training in Autumn 2022, following postponement of training from May 2022.

**Equality Objective 2 : Promotion of cultural understanding and awareness of different cultures and religious beliefs between different ethnic groups within our school and local community.**

**Why have we chosen this objective:**

We believe it is important to deliver a broad and rich curriculum that will give the children understanding and experience of a range of cultures and beliefs that may be different to their own. This will equip them for life in modern society and fulfil our vision of unifying people in working towards a shared purpose, whilst recognising and accepting people's differences.

**To achieve this we plan to:**

- promote an understanding and expectation of respect and understanding of all others, valuing different cultures and beliefs.
- Facilitate this through class reflection, RE, PSHE and our school ethos.

**Progress we are making towards achieving this objective:**

- Development of staff subject knowledge through attendance at CPD focusing specific faiths.
- Attendance was decided according to the curriculum map and all teachers have attended faith specific training for the units they are responsible for teaching.
- The school's Christian Narrative links directly to this and is therefore integral to the ethos of the school.

**Equality Objective 3 : Actively identify and address gaps in achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**

**Why have we chosen this objective:**

We believe that all children should be supported to aspire and achieve in all that they do. No child should be left behind. Every child should be given the support and help they need to achieve their best.

**To achieve this we plan to:**

- Regularly monitor children's progress through a range of methods including, but not exclusively, pupil progress meetings and data.
- The Headteacher/SENCo will monitor all children, those with additional needs or in identified groups and ensure that appropriate support is provided when and where needed.
- Progress of these children will be identified with class teachers in PPM and monitored over time.

**Progress we are making towards achieving this objective:**

- Routine PPMs have ensured all staff are aware of those pupils that may be considered disadvantaged.
- Analysis of all individual pupil data is made between Headteacher and Class Teacher, with additional narrative around individual circumstances and SEMH needs.