



Equality Duty Workbook

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PUBLIC SECTOR EQUALITY DUTY WORKBOOK

This workbook is being completed with regard to the following publications:

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*

At Billing Brook, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. The combined Equality Duty (April 2011) also has three elements. We have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

This document also complies with our funding agreement and articles of association.

STAGE 1 : EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	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?
Race	<p>Racial incidents are recorded and followed through according to the guidance within our Equality Policy. Parents are involved in all incidents, both of the aggressor and the victim. Incidents are recorded and reported to the Governing Body.</p> <p>Within our Assemblies and Yearly celebrations, we celebrate diversity. Every subject leader is aware of their role in promoting diversity within the resources that they provide.</p> <p>We have a 'buddy system' whereby concerns can be reported.</p> <p>There is a worry box in school where concerns etc. can be shared.</p> <p>We hold the Bronze award for anti-bullying and are presently working</p>	<p>All pupils have full access to the curriculum, regardless of race.</p> <p>Clubs are attended by and offered to all pupils.</p> <p>Opportunities are monitored by the Governing Body.</p> <p>The School website enables all key information to be translated into the mother tongue.</p> <p>All data is analysed to monitor progress.</p> <p>We cover key dates in the diary within PSHEC.</p> <p>Interpreters are available for key meetings.</p>	<p>We hold termly 'Time to Talk' sessions where parents are encouraged to come in on an informal; basis.</p> <p>We have regular 'drop in' sessions for all parents.</p> <p>Regular newsletters go out and translations are available upon request.</p> <p>We plan educational visits which develop and promote positive relations. Staff complete on line training to raise awareness.</p> <p>We monitor concerns and behaviour through on-line tracking systems.</p>

	<p>towards the silver award.</p> <p>Senior Leaders are trained in 'Safer recruiting' and there is a fair and transparent practice. This ensures equality for all in the appointment process.</p>	<p>Where required the Educational Psychologist is employed to carry out bilingual assessments.</p>	
Disability	<p>We are working towards a fully disabled access school with a lifts, ramps, toilets, shower room etc.</p> <p>Inclusion Policy reflects school practice in ensuring all learners make progress.</p> <p>Health and Safety of staff and pupils with difficulties are discussed and risk assessments and handling plans updated on a regular basis.</p> <p>Senior Leaders work closely with outside agencies to ensure correct support is accessed.</p> <p>School employs its own Occupational Therapist and Speech Therapists.</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 Teacher's Report.</p> <p>Support provided to parents who have a disability to enable them to engage fully in the school life of their child.</p> <p>School has an accessibility plan which is continually updated.</p>	<p>Whole School Assembly; Visitors to assemblies' e.g. dogs for the blind;</p> <p>School Library resourced with those which promote individualities.</p> <p>PHSE curriculum strengthening the understanding that we are all different and that this is to be celebrated.</p> <p>Disabled community visit and work in school on a range of curriculum/wider opportunities.</p> <p>Pupils from neighbouring schools access our courses at 16+.</p> <p>Carefully planned transitions between settings.</p>
Sex	<p>Analysis of data to identify any gender differences and interventions then set to reduce gap if identified.</p> <p>Comprehensive Relationships and Sex policy guides practice throughout</p>	<p>All pupils have equal access to the curriculum.</p> <p>Intervention groups support all protected groups.</p>	<p>In careers the curriculum shows no gender bias and older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images.</p>

	<p>the school.</p> <p>School Nurse makes regular visits and referrals with any gender related issues. Nurse also helps support sex education in the classroom.</p> <p>School employs a balance of all sexes.</p> <p>Inclusion for all students in the curriculum and also access to clubs and after school activities.</p> <p>Appointments to the school are made based on equal opportunities.</p>	<p>The curriculum shows no gender bias.</p>	<p>We have links with the local community and local organisations which reflect different sexes in the same role e.g. police</p>
<p>Gender Reassignment</p>	<p>Emotional health and well-being of staff and pupils is always promoted.</p> <p>Pupil support co-ordinator and pastoral team offer pupil's 1:1 sessions as well as group social time.</p> <p>School Council listen to views of the child.</p> <p>Every child has the opportunity to share their views through their Annual review.</p> <p>Worry box available.</p> <p>School nurse visits regularly.</p>	<p>Equal access to the curriculum.</p> <p>Pupils referred to external agencies for support.</p> <p>School employs an educational Psychologist who offers pupil support as well as staff training.</p>	<p>Areas and questions answered as they arise.</p> <p>Support accessed from other schools who are more experienced.</p> <p>Staff training on line offered and through TAMHS.</p>

	Parents supported by the Family support worker.		
Pregnancy and Maternity	<p>Fair recruitment adhered to.</p> <p>Risk assessments carried out regularly.</p> <p>Staff access to Occupational Health and specific counselling to ensure well-being of staff.</p> <p>Perk Box offered to all staff No experience of pupil pregnancy but nurse involved in comprehensive sex education programme.</p>	<p>For staff flexible arrangements to support member of staff when concerns are expressed.</p> <p>Risk assessments</p> <p>Maternity /Paternity leave and supported access to medical appointments.</p>	<p>Comprehensive PSHEC and relationships and Sex Education programme delivered in consultation with parents/carers.</p>
Age	<p>Appointments made by choosing the best candidate.</p> <p>Age discrimination is unlawful and decision makers are aware of this.</p> <p>Emotional Health and well-being of staff is a regular item for consideration and features in the school improvement plan.</p>	<p>Governors trained in equal opportunities and making appointments.</p> <p>Adaptations to staff working arrangements as necessary.</p>	<p>Assembly themes.</p> <p>Working with people in the community, supporting them at key times such as Harvest.</p> <p>Offering gardening to elderly in the local community.</p> <p>Opening</p>
Religion and Belief	<p>All pupils are offered the Northamptonshire agreed syllabus for RE supported and supplemented by resources from other authorities.</p> <p>Pupils are offered visits within the curriculum to places of worship.</p>	<p>Equal access to the curriculum.</p> <p>Equal access to clubs and after school activities.</p> <p>Religious Celebration days recorded as Authorised absence.</p>	<p>Themed assemblies.</p> <p>Circle time/PHSEC curriculum</p> <p>Educational visits within the local community develop positive relations.</p>

	<p>Pupils are all included in Assemblies but parental wishes are taken into account.</p> <p>Parents are offered the right to withdraw from RE and collective worship.</p> <p>Racist/Religious incidents are recorded, investigated and reported to Governors. We hold the bronze anti-bullying award and are working towards our silver.</p> <p>Staff beliefs are respected and catered for.</p> <p>Assemblies provide themes to break down stereotypes.</p>	<p>Pupils/staff wear items of clothing alongside their school uniform that reflects their religious belief.</p> <p>All staff trained</p>	<p>Collaborative working with the Salvation Army located opposite the school.</p> <p>Visitors come into school to share their religious beliefs to raise awareness.</p>
<p>Sexual Orientation</p>	<p>Worry boxes available. School have peer mentors and buddies to talk to.</p> <p>Strong pastoral support team within school and pupils are aware of who they can talk to.</p> <p>School nurse advises on any referrals she receives with regard to gender related issues.</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>Multi agency working.</p> <p>PSHEC curriculum and resources includes teaching about different relationships.</p>

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>Bronze Anti-Bullying Award recognised and working towards silver.</p> <p>Pupil's views are gathered before each review.</p> <p>Pupils are encouraged to share in school their cultural traditions.</p> <p>Interpreters available should they be required.</p>	<p>PSHEC curriculum</p> <p>Subjects resourced appropriately.</p>	<p>Variety of multi faith visitors invited into school.</p> <p>Diverse off site visits.</p> <p>Celebration of Special days through Assemblies.</p> <p>Time To Talk sessions offering informal get together.</p>
Disability	<p>Fully inclusive approach to all.</p> <p>All pupil needs are addressed and met through a multi-agency approach.</p>	<p>Staff are trained as required.</p> <p>New staff take part in a rigorous induction programme.</p> <p>All pupils have a Personal Information Folder highlighting needs and how they are met.</p>	<p>Pupils take part in sports challenges with other schools including Panathlon.</p> <p>We support the local college in Initial Teacher training.</p>

		Lunchtime staff are aware of dietary needs and address them.	
Sex	All pupils have equal curriculum access, regardless of gender. We are committed to equality irrespective of gender.	Rich and diverse curriculum. Pastoral support	Circle time/PSHE Assemblies Visits and visitors to the school.
Gender Reassignment	Joint working with all staff Involve pupil in discussions	Fully inclusive approach.	Fully inclusive. Visits and visitors/role models representing all.
Pregnancy and Maternity	Pupils have full access to SRE at an appropriate level. Risk assessments carried out on staff. Workforce procedures are followed.	Discussion reference flexibility with hours Comprehensive SRE programme	School nurse supports. Pupils aware of staff who they can talk to and are confident in confidentiality. Staff able to get help through My Concern.
Age	All appointments follow a fair process offering equality to all.	All pupils have a rich PSHE curriculum. Pupils are taught about the importance of respect to all.	Wider family members are invited to attend whole school activities. Pupils are encouraged to help with gardening in the community. Pupils are encouraged to support all ages by attending local events like singing at Christmas.
Religion and Belief	Assemblies are diverse and cover a range of topics. Access to multi-cultural books and a	Access to multi-cultural books and a wide range of faith books and artefacts throughout the school.	Multi faith visitors to school to share information about their faith.

	<p>wide range of faith books and artefacts throughout the school.</p> <p>Parents and Carers with English as a second Language are supported through translators and the school website offers letters in a variety of languages.</p>	<p>Parents and Carers with English as a second Language are supported through translators and the school website offers letters in a variety of languages.</p>	
Sexual Orientation	<p>Strong mentoring team within school.</p> <p>Pupils feel safe and know procedures if they are worried about anything.</p> <p>Worry boxes used in school.</p>	<p>Positive role models throughout the school regardless of their sexual orientation.</p> <p>Respect and value for each other's identity.</p>	<p>Multi-agency approach to working.</p>

STAGE THREE: EQUALITY Summary statement of effectiveness

Stage 1 and stage 2 show that we have policies and practices securely in place to protect those individuals who fall within the protected characteristics. We have a very strong ethos and vision that recognises and celebrates that:

- Children and young people should be respected, valued and encouraged to aspire to be the very best they can be.
- Each person within our school should be respected for their individuality and uniqueness and the contribution they make.
- We promote tolerance and understating of democracy, the law, respect, cultural diversity, faith, gender and disability in an ever changing and developing society.

We are a fully inclusive school offering a diverse and flexible approach which responds to the needs of the pupils and staff. We are continually striving to keep our staff educated in recent developments in order to educate pupils and be pro-active rather than reactive.

We recognise our areas for development as outlined in our action plan below.



Billing Brook

EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION: September 2017

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/Amber/Green rating
To audit and develop PSHE and RSE curriculum	Sexual Orientation Gender reassignment Race	Long Term Curriculum Plan will identify coverage.	PSHEC subject leaders	LTP in place and MTP by Sept 17 Resources to be identified and updated throughout the year.	Amber
To develop resources within the school library	All protected characteristics	Library will have books on all aspects	Literacy Lead	On-going updates	Green
To raise staff awareness / training	Sexual orientation and Gender reassignment	Staff equipped to support pupils.	SLT School nurse	All staff to undertake Educare training.	Amber
To develop intervention packs to support individuals	Sexual orientation.	Intervention resource packs in place.	TAC Team	By July 18 resources will have been identified to run specific programmes.	Amber