



# **Public Sector Equality Duty**

Waddington Redwood Primary Academy  
2019-2020

*The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against students, staff, volunteers or anyone involved in external agencies with which the organisation may be working with on the grounds of any protected characteristic.*

Waddington Redwood Primary Academy	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?
<p>The protected characteristics are:</p> <ul style="list-style-type: none"> <li>• Age*</li> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Marriage and civil partnership*</li> <li>• Pregnancy and maternity</li> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul> <p>*These characteristics apply to the Trust as employers, but not in relation to our provision for students.</p>	<ul style="list-style-type: none"> <li>• <b>Racist/bullying incident reporting ensures that any incidents reported are reviewed and addressed appropriately. Opportunity is provided to evaluate the impact of actions and lessons learned. The Academy's monitoring indicates that there is a low level of incidents and no trends apparent. It is monitored by the LGB who hold the Headteacher to account.</b></li> <li>• <b>Take-up of activities/ clubs is monitored and some clubs are provided to support targeted groups (such as Maths clubs with a particular focus upon girls).</b></li> <li>• <b>PSHE and RE curriculum is reviewed in order to ensure that it not only meets statutory requirements but encompasses range of faiths and discriminatory groups proactively.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strategies in place to engage under-represented groups.</li> <li>• <b>Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively with the Academy's provision.</b></li> <li>• <b>PSHE curriculum encompasses upon anti-discriminatory personal development including developing pupils understanding of the discrimination and positive actions to counter it.</b></li> <li>• <b>RHE curriculum is aligned to the Government guidelines and supports equality of opportunity, e.g. providing LGBTQ+ friendly examples used throughout relationship education in an age appropriate way.</b></li> <li>• <b>Academy/ Trust values through our assemblies reflect equality and in particular respect of others. The Whole Academy assembly focus is</b></li> </ul>	<ul style="list-style-type: none"> <li>• Family and pastoral support provides a greater understanding of a pupils/families personal circumstances that may not be included within MIS information. By liaising with families, additional support can be planned for as well as wider understanding of the community we serve (examples of this could be disability within the family or pregnancy/maternity). Our feedback from families indicate that our responses are welcomed and supportive.</li> <li>• <b>Academy curriculum reflects and celebrates diversity promoting individuals' rights.</b></li> <li>• Collaborative working encouraged between different groups in the community.</li> <li>• Open door policy allows a greater level of communication and, if required, additional support to all.</li> </ul>

Commented [MHE1]: How do you measure the impact?

		<p>wide and encompassing, allowing opportunity for pupils to explore planned for themes (relating to RE, RSE and personal development themes).</p> <ul style="list-style-type: none"> <li>British Values ethos and focus through whole Academy personal development focus, elements of British Values are explored and linked to PSHE/RHE curriculum encompassing anti-discriminatory themes and allowing opportunity for pupils to gain greater understanding of others.</li> <li>Additional needs are considered to ensure access is equal including National testing arrangements, trips including residential as well as day to day access.</li> </ul>	<ul style="list-style-type: none"> <li>Visiting speakers who promote equality – e.g. Visitors of different faiths to those of the pupils.</li> <li>Visits to places of worship</li> <li>The Academy maintains records of languages spoken on our MIS system which staff can access to ensure that reasonable adjustments can be made, if required.</li> </ul>
	<p><b>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b></p>	<p><b>What do we do to engage with the protected groups in order to advance equality of opportunity?</b></p>	<p><b>What do we do to engage with protected groups in order to foster good relations?</b></p>
	<ul style="list-style-type: none"> <li>Disability groups and SEN students' families are consulted on provision for access to the Academy.</li> <li>Transition arrangements for all pupils into the academy as well as from year group to year group as well as the final transition to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>Student voice collected</li> <li>Parent/carer voice collected</li> <li>When wider stakeholder's perspective is gathered through a survey, the information is used to evaluate existing provision and ensure that the most</li> </ul>	<ul style="list-style-type: none"> <li>Faith leaders deliver assemblies/workshops</li> <li>Visits to care homes</li> <li>Visits from war veterans</li> <li>Visits to places of workshop</li> <li>Collaborative working e.g. JRSO, JHSO</li> <li>These experiences provide children with the opportunities</li> </ul>

	<p>ensures the effect of transition is considered equally for pupil including transfer of information, as well as more specific personal information. The pupils are involved as much as possible with the process. Additional transitional sessions planned for pupils with a variety additional needs /consideration.</p> <ul style="list-style-type: none"> <li>• There is the expectation that all pupils have the right to, and do, represent their peers at the Academy Council meetings.</li> <li>• Diverse offer of religious celebrations acknowledged and opportunities to widen pupils' understanding.</li> </ul>	<p>equitable provision is provided.</p> <ul style="list-style-type: none"> <li>• Academy events</li> </ul>	<p>to create connections and understand the needs of their local and wider community.</p>
	<p><b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b></p>	<p><b>How effective are we at advancing equality of opportunity?</b></p>	<p><b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b></p>
	<ul style="list-style-type: none"> <li>• Extremely low rates of bullying/discriminatory incidents</li> <li>• PSHE delivered effectively and proactively.</li> <li>• Low rates of temporary and permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• SEND achievement</li> <li>• High levels of participation in visits/extra-curricular activities</li> <li>• Range of opportunities for all – monitoring to ensure access.</li> </ul>	<p>In order to ensure good relationships are fostered the following takes place:</p> <ul style="list-style-type: none"> <li>• Family support e.g. EHAs/TAC/CIN</li> <li>• Events to support the gathering of Parent/Carer voice (parents' evening/ surveys/SEND-additional needs reviews)</li> <li>• Student voice/Student groups (Academy</li> </ul>

			<ul style="list-style-type: none"> <li>• Council/ Class/Year/Whole Academy Assembly/ Pastoral support programmes including intervention provision/ ELSA/Counselling/Surveys/clubs)</li> <li>• Staff voice (Surveys/Supervision sessions/ Meetings)</li> </ul>
<b>Next steps</b>	<p>To address any gender differences in the outcomes across the academy e.g. the writing levels of male pupils.</p> <p>To promote and monitor the involvement of all groups of students, and specifically those with protected characteristics, in the extracurricular life of the academy.</p>		