

EQUALITIES INFORMATION AND OBJECTIVES 2022–2023

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| Version: | Harrold Primary Academy v1 |
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| Approval board: | Harrold Primary Academy Council |
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| Legislation or regulation: | Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005 |

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

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.

Our academy has considered how well we currently achieve these aims regarding the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers, and volunteers as well as parents/carers and pupils.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:
 - whether or not they are disabled
 - whatever their ethnicity, culture, national origin, or national status
 - whatever their gender and gender identity
 - whatever their religious or non-religious affiliation or faith background
 - whatever their sexual identity.
2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook, and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
 - disability, so that reasonable adjustments are made
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - religion, belief, or faith background
 - sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures, and activities should promote:
 - positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of Harassment of disabled people
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
 - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic Harassment.
4. We follow good equalities practice in staff recruitment, retention, and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline, and termination of employment:
 - whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin, or national status
 - whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
 - people with disabilities and those without
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys, women, and men.
6. We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
 - people with disabilities as well as those without
 - people of a wide range of ethnic, cultural, and religious backgrounds
 - both women and men, girls, and boys
 - people of all sexual identities.

SUMMARY OF OUR EQUALITIES EVIDENCE

In compiling this equality information, we have:

- Identified evidence already in the academy/setting of equality within policies and practice and identified gaps.
- Examined how our academy/academy/setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

| PROTECTED CHARACTERISTIC | EVIDENCE | SOURCE |
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| In relation to RACE the evidence we hold tells us | <ul style="list-style-type: none"> Most pupils and families in our academy are from White British backgrounds, (121/135) 90%; although there is a range of different races and cultural backgrounds represented. All pupils are analysed during termly pupil progress meetings and any pupils found to be falling behind are given support and interventions. Racist incident forms and procedures are in place, all racist incidents are recorded and dealt with in line with our academy behaviour and anti-bullying policy. These are recorded on CPOMS. Observed behaviour in the academy shows respect and tolerance for people of all races amongst pupils, this is modelled by all adults. All children regardless of race are offered and involved in after academy activities. PSHE and RE sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect, develop interest, and celebrate differences in all children's backgrounds, locally, nationally, and globally. Our curriculum covers different races and cultures, interest and respect is given to the cultures within the academy and customs, food, clothing, etc are invited in and celebrated. Programme of weekly Assembly themes reflect diversity and global themes, tolerance, and respect. | <p>Internal school context data</p> <p>Pupil Asset</p> <p>Race incident records</p> <p>Academy analysis of data</p> <p>Anecdotal</p> <p>Academy club registers</p> <p>Planning, curriculum, including RE and PSHE and wider curriculum planning</p> <p>Academy environment and atmosphere of support</p> |
| In relation to DISABILITY the evidence we hold tells us | <ul style="list-style-type: none"> Children with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. The academy has an effective inclusion policy. The academy has an accessibility plan. Children are encouraged to play games and include others which are accessible to all including those with mobility or learning difficulties. Clubs run are inclusive for all children, targeted at including disabled and vulnerable children. | <p>Data</p> <p>SEND and Inclusion policy</p> <p>Accessibility Plan</p> <p>anecdotal</p> <p>clubs list</p> |

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| In relation to SEX the evidence we have tells us | <ul style="list-style-type: none"> Pupil Progress meetings and analysis of data are used to narrow the gap between the attainment of boys and girls. Academy has invested in topics and reading books which are of interest to boys and girls. Children work in mixed groupings. Male and female staff are employed within the academy, the academy after school clubs and music sessions are run by both male and female staff, the academy adverts welcome applications from either sex. | <p>In Academy data</p> <p>Equipment orders</p> <p>Staff meeting minutes</p> <p>Planning</p> |
| In relation to GENDER REASSIGNMENT the evidence we have tells us | <ul style="list-style-type: none"> The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised. | <p>Policy file</p> |
| In relation to PREGNANCY, ADOPTION, MATERNITY and PATERNITY LEAVE the evidence we have tells us | <ul style="list-style-type: none"> We give staff on maternity leave, adoption leave and paternity leave, the same rights as other staff and include them in relevant academy information during leave. The Academy policies include flexibility in staff's absence in view of childcare and parenting emergencies. | <p>Pay and conditions</p> <p>Policy file</p> |
| In relation to AGE the evidence we have tells us | <ul style="list-style-type: none"> Staff range in age from 21 to 60+ We follow the CMAT Recruitment Policy and the CMAT Equality and Diversity Policy. We use the EPM Portal, TES, the DfE website, the CMAT Harrold website and local sources of advertising for posts. The academy returns the relevant monitoring forms | <p>Employment records</p> <p>Recruitment Policy</p> <p>Equality and Diversity Policy</p> |
| In relation to RELIGION AND | <ul style="list-style-type: none"> The Academy welcomes children and families of all religions and non-religions equally. The Academy does not hold performance data on groups of religious nature. | <p>Admissions guidance</p> |

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| BELIEF the evidence we have tells us | <ul style="list-style-type: none"> Through its RE, SMSC / PSHE and collective worship programmes, the Harrold curriculum and academy ethos, the academy offers opportunities for children to discuss the diversity of beliefs, peoples' rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions. All children and staff are given equal value independent of their personal belief or religion. Due regard and mention is given to different religion's celebration days and events. Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies. Where religious beliefs can be supported in academy, they are. | <p>Programmes of study / planning</p> <p>Anecdotal</p> |
| In relation to SEXUAL ORIENTATION the evidence we have tells us | <ul style="list-style-type: none"> No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation. Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. Children are taught the differences between the sexes and that some people are of different sexual orientations to others and that is acceptable in our society. | <p>Admin procedures</p> <p>SMSC / PSHE planning</p> |
| In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us | <ul style="list-style-type: none"> We have a range of different partnerships within the staff and among families within the school community and all are respected for their own arrangements. Within the SMSC / PSHE and RE schemes and the school's curriculum including collective gatherings, the children are taught that there are different family units and difference is a good thing. | <p>SMSC / PSHE</p> <p>RE planning</p> <p>School curriculum</p> <p>Collective Gatherings</p> |

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

| PROTECTED CHARACTERISTIC | EVIDENCE | SOURCE |
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| In relation to RACE our self-evaluation tells us | <ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties; there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents/carers, Academy Councillors, and where relevant children, during reviews and writing. All children regardless of race have equal access to relevant support to help them achieve. (EHCPs, special educational needs or for more able/greater depth, support is given regardless of race and is targeted to specific needs of race where necessary.) Varied methods of communication are used to ensure all parents and carers can access information in a useable form. Attendance is tracked for different groups of children and issues identified. The school works hard to engage with at risk families to ensure they understand the legal requirements of regular school attendance as well as to offer support with overcoming any barriers that may prevent attendance. Topic work promotes and celebrates different race origins and draws on the backgrounds of resident's experiences from the wider community, in a positive way. Academy questionnaires go out to all annually, asking for their views on inclusion and equality of opportunity. | <p>Recruitment records</p> <p>Questionnaire responses</p> <p>Policies file</p> <p>Academy Council minutes</p> <p>SWAY Sways</p> <p>Consultation evenings</p> |
| In relation to DISABILITY our self-evaluation | <ul style="list-style-type: none"> All Academy job and activity advertisements are aimed at all parties, there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and are the same for all candidates. | <p>Recruitment records</p> <p>Questionnaire responses</p> |

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| tells us | <ul style="list-style-type: none"> The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, Academy Councillors, and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. The Academy has a dedicated inclusion lead that can support children with a disability. Staff ensure they liaise with relevant parents through Provision Map (Assess, Plan, Do and Review - APDR) meetings, to ensure that individual's changing needs are discussed and met. | <p>Policies file</p> <p>Academy Council minutes</p> <p>Sways</p> <p>Provision Maps</p> |
| In relation to SEX our self-evaluation tells us | <ul style="list-style-type: none"> All Academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and are the same for all candidates. The academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. There is an equal balance of boys and girls on the school council. There is a representation of male and female role models for the children. Where necessary, external support is sought to provide key messages appropriate to different groups of pupils. | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> <p>Policies file</p> <p>Academy Council minutes</p> |
| In relation to GENDER REASSIGNMENT our self-evaluation tells us | <ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties, there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> |

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| | <ul style="list-style-type: none"> The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. | <p>Policies file</p> <p>Academy Council minutes</p> |
| In relation to PREGNANCY, ADOPTION, MATERNITY and PATERNITY LEAVE our self-evaluation tells us | <ul style="list-style-type: none"> Academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. Staff on maternity/paternity/adoption leave are sent relevant information whilst on maternity/paternity/adoption leave. | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> <p>Policies file</p> <p>Academy Council minutes</p> <p>Sways</p> |
| In relation to AGE our self-evaluation tells us | <ul style="list-style-type: none"> All Academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Advertisements are placed in different platforms to ensure engagement for all ages, application packs are available electronically or on paper. Interview questions are carefully worded and the same for all candidates. The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> <p>Policies file</p> <p>Academy Council minutes</p> <p>Sways</p> |

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| | <ul style="list-style-type: none"> All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. | |
| In relation to RELIGION AND BELIEF the evidence we have tells us | <ul style="list-style-type: none"> All Academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Council/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. Exit interviews and staff surveys are carried out regularly. Children of all religions are treated equally, and all religions are respected in the academy. Parents and carers are consulted on any issues that they may have views on due to their religion to ensure that we do not discriminate against any child on the grounds of religion (trips, topics). | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> <p>Policies file</p> <p>Academy Council minutes</p> <p>Sways</p> |
| In relation to SEXUAL ORIENTATION our self-evaluation tells us | <ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties, there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Councillors/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors, and where relevant children, during reviews and writing. | <p>Recruitment records</p> <p>Questionnaire</p> <p>Responses</p> <p>Policies file</p> <p>Academy Council minutes</p> <p>Sways</p> |
| In relation to MARRIAGE AND CIVIL PARTNERSHIP our self-evaluation tells us | <ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The Academy follows the CMAT Harassment policy to protect all groups and protected characteristics. | <p>Recruitment paperwork</p> <p>Policies file</p> <p>Academy Council Minutes</p> |

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| | <ul style="list-style-type: none"> The Academy follows the CMAT Grievance and Complaints policies which are carried out by relevant members of the Academy Councillors/Trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. All policies are consulted on and shared with all staff, parents, carers, Academy Councillors and where relevant children during reviews and writing. | Sways |
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3. SUMMARY OF OUR EQUALITY ANALYSIS (i.e., how effective, and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

| PROTECTED CHARACTERISTIC | JUDGEMENT | SOURCE |
|---|---|---|
| In relation to RACE our judgement is | <ul style="list-style-type: none"> We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies in place, although at present different races represented within the academy are a minority, we work hard to ensure all pupils get on well together. We are good at advancing equality of opportunity because children of all races engage in activities and make progress, we have staff of different races who all have equal opportunities and access to professional development We are good at fostering good relations between people who share a protected characteristic and those who do not because we have excellent relationships, friendships and support between our different races and cultures within the academy. | <p>PSHE curriculum</p> <p>Behaviour records</p> <p>Policies files</p> |
| In relation to DISABILITY our judgement is | <ul style="list-style-type: none"> We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies in place which ensure people treat each other with respect. We are good at advancing equality of opportunity because we have relevant policies in place which ensure all children have relevant support to manage their disability enabling them to access the curriculum and provision made to help them make progress. Staff all have equal opportunities and access to professional development. We are good at fostering good relations between people who share a protected characteristic and those who do not because we use effective special needs work and PSHE to overcome disabilities and work in an environment where acceptance and celebration and inclusion of difference is the norm by staff and children. | <p>PSHE curriculum</p> <p>Behaviour records</p> <p>Policies files</p> |

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| <p>In relation to SEX our judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because our data shows no evidence of ongoing gender imbalance in achievement or progress. Data is analysed to ensure both girls and boys make good progress and steps are taken swiftly to address any imbalance. • We are good at advancing equality of opportunity because we have ongoing provision to ensure we engage both sexes and trends of difference of achievement are addressed during Pupil Progress. • We are good at fostering good relations between people who share a protected characteristic and those who do not because we have good working relationships between boys and girls, all staff including peripatetic teachers and volunteers work effectively together. | <p>SMSC / PSHE curriculum</p> <p>Behaviour records</p> <p>Policies files</p> <p>Data analysis</p> |
| <p>In relation to GENDER REASSIGNMENT our judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies and teaching schemes in place which ensure good and respectful relationships between staff and ensure children develop an understanding that different types of family unit and sexuality exist and that these are respected and accepted in the same way as our own personal gender, with no stereotyping of girls/boys and relevant expected behaviour. • We are good at advancing equality of opportunity because all children and staff are given equal opportunities regardless of their preferred areas of interest (e.g., boys and girls in the sports teams). • We are good at fostering good relations between people who share a protected characteristic and those who do not because children are included, and their contribution valued regardless of their sexuality in a range of different activities. | <p>Behaviour records</p> <p>Policies files</p> <p>Data analysis</p> <p>Academy Council minutes</p> |
| <p>In relation to PREGNANCY, ADOPTION, MATERNITY and PATERNITY LEAVE our judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies and insurances in place. • We are good at advancing equality of opportunity because we have relevant employment policies in place. • We are good at fostering good relations between people who share a protected characteristic and those who do not because children and staff respect and celebrate those who are pregnant, those who are adopting and those who are not. The academy and all stakeholders value families and family life. | <p>Policies files</p> <p>Academy Council minutes</p> <p>Academy environment and atmosphere of support</p> |

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| <p>In relation to AGE our judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because we have a thorough employment policy being used. • We are good at advancing equality of opportunity because our range of ages employed and catered for is extensive and does not influence who gets access to training and development. • We are good at fostering good relations between people who share a protected characteristic and those who do not because we have excellent relationships between all staff members and pupils. | <p>Policies files</p> <p>Academy Council minutes</p> |
| <p>In relation to RELIGION AND BELIEF the judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies in place and effective procedures in academy which ensure that all our religions are celebrated and respected by staff and pupils. Respect for other's beliefs is taught well through the RE, PRE and PSHE schemes of work and through general class discussions that arise from our range of beliefs. Links are made and threaded throughout the DFPA curriculum and ethos. • We are good at advancing equality of opportunity because our new scheme of work promotes all religions equally and encourages children to reflect on their own and other's beliefs and develop respect and understanding of different views. We adjust provision to ensure that parents/carers and children of different religious beliefs and customs can access consultation and other school meetings and clubs. • We foster good relations between people who share a protected characteristic and those who do not because we welcome people of all religions and beliefs equally. | <p>Policies files</p> <p>Curriculum documents</p> |
| <p>In relation to SEXUAL ORIENTATION our judgement is</p> | <ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies in place. • Incidents of discrimination from pupils or any members of the community are taken very seriously in accordance with our policies and recorded for future reference. • We are good at advancing equality of opportunity because we have relevant policies and RE, PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. • We are good at fostering good relations between people who share a protected characteristic and those who do not because although we have relevant policies and | <p>Policies file</p> <p>Academy Council minutes</p> <p>Schemes of work</p> |

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| | teaching opportunities to develop understanding of the different meanings and arrangements of family units. | |
| In relation to MARRIAGE AND CIVIL PARTNERSHIP our judgement is | <ul style="list-style-type: none"> We are good at eliminating unlawful discrimination, harassment, and victimisation because we have relevant policies in place. We are good at advancing equality of opportunity because we have relevant policies and RE and SMSC / PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. We are good at fostering good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units. | <p>Policies file</p> <p>Schemes of work</p> |

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| HARROLD PRIMARY ACADEMY EQUALITY OBJECTIVES | | | | | |
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| Objective | Which protected group will this most influence | How will we know we have achieved the objective | Lead and other key players | Actions and timescale | Annual red / amber / green rating |
| To increase the participation of all religious groups in after school activities | Religion and belief | Children from all religions will have access to clubs and extended school provision | Lead: D Brown and PE lead | <ul style="list-style-type: none"> Ensure wide variety of clubs are available and are accessible to all children, making alternate arrangements if needed. Allow use of the school for externally run community lettings / clubs. | |
| To further develop the fostering of good relations between different races and customs through inviting parents and carers into school to share and celebrate their cultures, class visits/trips, plus inviting visitors into school to share and celebrate their cultures. | All groups | <p>Community events planned and taking place, to promote understanding and opportunities to share cultures and develop understanding further.</p> <p>Visitors to classes (including parents and carers), plus class visits/trips will have taken place linked to topics and themes.</p> | Lead: RE and PSHE lead KL | <ul style="list-style-type: none"> Community social events (supported by PTA) as well as fundraising for the academy e.g., fayres, discos, raffles, etc. Class visits to different locations within the locality and further afield to promote understanding and opportunities to share cultures and beliefs. (Faith Tours) Invite visitors into school to promote understanding and opportunities to share cultures and beliefs. | |
| Ensure the programme of SMSC / PSHE is | All groups | Weekly and termly assemblies on suitable topics – reviewed and | Lead: S White and D Brown | <ul style="list-style-type: none"> Ensure the programme of SMSC / PSHE is used to promote equalities. | |

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| used to promote equalities. | | <p>updated termly to ensure issues arising are addressed.</p> <p>Ensure the behaviour policy is implemented consistently and any unacceptable behaviour with regards to protected characteristics is dealt with swiftly.</p> | | <ul style="list-style-type: none"> • SMSC / PSHE is linked and threaded throughout the curriculum and ethos. • Assembly rota updated to ensure the schools core values promote equality. • CPD day 1 (Sept) used to re-establish/ update behaviour principles each year. New staff induction to include training on behaviour policy and steps taken when transgressions occur – including record keeping protocols. | |
| The attendance rates of pupils identified 'at risk' to increase in line with other pupil groups. | All groups | <p>There are clear lines of communication between school and the families of pupils 'at risk' with low levels of attendance.</p> <p>Families understand their commitment to ensuring their children regularly attend school, and they are engaging with school to try and improve rates of attendance.</p> | Lead: S White and K Loi | <ul style="list-style-type: none"> • Analyse attendance data and identify children and families to target to improve attendance. • Widely promote and reward good attendance • All parents with children whose attendance is under 96% will receive a letter to outline attendance procedures. • Attendance tracking data sheet to show chronology of actions and monitor improvements. • Further action to be taken where attendance does not improve. Tracking sheet will also analyse codes that have been used for absences and look for patterns. | |
| To increase the provision or (signpost) of pre and post school care: ensure that all family units can access school easily and that the school provides pre and after school care for children and family units who | Marriage and civil partnership | <p>Breakfast club to continue before school through Dawn to Dusk.</p> <p>A range of lunch time and after school clubs in place.</p> | Lead: K Loi and S White | <ul style="list-style-type: none"> • Ensure the breakfast club and the after-school clubs are promoted. • Ensure a range of clubs provision on a termly basis (lunch time and after school) are available, both school lead and externally lead. | |

EQUALITIES INFORMATION AND OBJECTIVES 2022–2023

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| work and have no alternate childcare provision. | | | | | |
| To raise the awareness of all staff of the Equalities Duty and our part in it. | All | All staff will have followed a training programme and completed an online test to ensure they have understood key messages regarding equality. | Lead: D Brown | <ul style="list-style-type: none"> • Training to be set up via CMAT. • All staff to have completed training as verified by online records. • Equalities statement included in staff handbook so all staff aware and have reference to it. | |