



Public Sector Equality Duty

Heighington Millfield Primary Academy

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.

Heighington Millfield 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"> • Age* • Disability • Gender reassignment • Marriage and civil partnership* • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation <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"> • Racist/bullying incident reporting ensures that any incidents reported are reviewed and addressed appropriately. The Academy's monitoring indicates that there is a low level of incident and no trends apparent. • A review of the PSHE and RE curriculum identified that it encompasses a range of faiths as well as world/society experiences that foster the understanding of others. 	<ul style="list-style-type: none"> • Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively within the Academy's provision. • PSHE curriculum encompasses upon anti-discriminatory personal development including developing pupils understanding of discrimination and positive actions to counter it. • RSE 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. • Additional needs are considered to ensure access is equal including National testing arrangements, trips including residential as well as day to day access. • As a Community Academy, maintain records of religious profile on our MIS system which staff can access to ensure that reasonable adjustments can be made, if required. 	<ul style="list-style-type: none"> • Academy curriculum reflects and celebrates diversity promoting individuals' rights. • Collaborative working encouraged between different groups in the community such as projects with residential home communities. • Open door policy allows a greater level of communication and, if required, additional support. This allows all parents to develop relationships with staff. • Visiting speakers who promote equality – Paralympian/ Visitors of different faiths to those of the pupils. • Visits to places of worship helps to foster an understanding of others including faiths that may not be the pupils' own. Children who may attend these places feel valued and can contribute to the understanding of others. • Academy/ Trust values through our assemblies reflect equality and in particular respect of others. The Whole Academy assembly focus is wide and encompassing, allowing opportunity for

			<p>pupils to explore planned for themes (relating to RE, RSE and personal development themes).</p> <ul style="list-style-type: none"> British Values ethos and focus through whole Academy personal development, 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.
	<p>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p>	<p>What do we do to engage with the protected groups in order to advance equality of opportunity?</p>	<p>What do we do to engage with protected groups in order to foster good relations?</p>
	<ul style="list-style-type: none"> Disability groups and SEND students' families are consulted on provision for access to the Academy. Transition arrangements are planned to consider the needs of all pupils into the Academy, from year group to year group as well as the final transition to secondary school. Additional transitional sessions planned for pupils with additional needs. There are opportunities for children to get to know the new staff they will be working with as well the opportunity to share specific information that will gain a greater understanding of the individual. Academy Council meetings include projects and themes that support the understanding of others. Pupils share their understanding of others with the classes they represent. 	<p>Methods of engagement include:</p> <ul style="list-style-type: none"> Student voice collected Parent/carer voice collected School event questionnaires <p>The information collected supports developments within the academies approaches and procedures or changes that need to be made to the curriculum such as a greater awareness of different ethnicities.</p>	<ul style="list-style-type: none"> Visits to care homes Visits from speakers promoting equality (Sam Ruddock/Jonathan Broome-Edwards- Paralympian) Visits to places of worship The above visits /experiences provide children with the opportunities to create connections and understand the needs of their community. Collaborative working e.g. Mini-Police/PCSO allows for communication of themes that support the wider community. Child can understand others Celebration of pupils' faith through 'specialist' opportunity to educate their peers.

	<ul style="list-style-type: none"> Diverse offer of religious celebrations acknowledged. 		
	<p>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</p>	<p>How effective are we at advancing equality of opportunity?</p>	<p>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</p>
	<ul style="list-style-type: none"> The Academy experiences extremely low rates of bullying/discriminatory incidents PSHE delivered effectively and proactively. Low rates of fixed-term and permanent exclusion. 	<ul style="list-style-type: none"> SEN achievement is monitored through the outcomes against targets which have been previously set Participation in visits/extra-curricular activities is monitored SLT looking at registers and individuals in the protected groups are then encouraged to take part. 	<ul style="list-style-type: none"> Analysis shows that all groups feel valued and that they contribute equally to the Academy's community.
<p>Next steps</p>	<p>To continue to use the data collected from extra-curricular participation registers to identify areas for development.</p>		