



Public Sector Equality Duty

Huntingtower Community Primary Academy
2019-20

[OBJ]

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.

Huntingtower Community 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. • Take-up of activities/ clubs is monitored and some clubs are provided to support targeted groups (disability/ additional needs) as well as clubs planned to encompass pro-active focus such as Science clubs with a particular focus upon girls. Equality of access is a priority. • A review of the PSHE and RE curriculum identified that it encompasses a range of faiths and discriminatory groups proactively. 	<ul style="list-style-type: none"> • Take up of different activities/clubs is monitored and tracked by Sports Coach and SLT. Strategies to engage under-represented groups e.g. Disability including designing clubs to support their needs, have invitation only clubs and have clubs who have a raised profile within the Academy – referenced in newsletters/assemblies/ Academy Council. • Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively with 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 	<ul style="list-style-type: none"> • 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). • Academy curriculum reflects and celebrates diversity promoting individuals' rights. • Collaborative working encouraged between different groups in the community • Open door policy allows a greater level of communication and, if required, additional support. This allows parents/carers to develop relationships with staff. • Visiting speakers who promote equality, for example, a Paralympian

		<p>LGBTQ+ friendly examples used throughout relationship education in an age appropriate way.</p> <ul style="list-style-type: none">• 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">• 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 pupils to explore planned for themes (relating to RE, RSE and personal development themes).• 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.
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	<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. • Diverse offer of religious celebrations acknowledged. 	<ul style="list-style-type: none"> • Student voice collected • Parent/carer voice collected • Academy events 	<ul style="list-style-type: none"> • Visits to retirement homes • Visits from speakers promoting equality (Ben Smith- Stonewall fundraiser/ 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 learn to better understand others. • Celebration of pupils' faith through 'specialist' opportunity to educate their peers.

	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
	<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"> • Students with disabilities achieve against their profile objectives. • High levels of participation in visits/extra-curricular activities. • Range of opportunities for all – monitoring to ensure access. 	<ul style="list-style-type: none"> • In order to ensure good relationships are fostered the following takes place: Family support, e.g. EHAs/TAC Events to support the gathering of Parent/Carer voice (parents' evening/surveys/SEND-additional needs reviews) Student voice/Student groups (Academy and Class Council/Class/Year/Whole Academy Assembly/ Pastoral support programmes including intervention provision/ ELSA/Counselling/Surveys/clubs) Analysis shows that pupils feel valued and they contribute equally to the Academy's community. • Staff voice (Surveys/Supervision sessions/Meetings) does not highlight any issues.
Next steps	<p>Explore further opportunities to deepen pupils understanding of gender in our 21st century society (embedding new 2020 RSE curriculum)</p> <p>To continue to use the data collected from participation registers to identify areas for development.</p> <p>To provide opportunity within the provision of the Academy to be reactive to up and coming global challenges to support pupils' understanding and ensure there is no adverse effect on any member of staff or student e.g. Black Lives Matters</p>		