



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP

Blackthorn Primary School

Part of Northampton Primary Academy Trust Partnership

The Equalities Scheme



Adopted: December 2021

Review Date: December 2022

The Equalities Scheme

Name of School	Blackthorn Primary School
Person(s) Responsible	Headteacher, Chair of Governors
Review Date	December 2021
Distribution	Governors and whole staff

Policy created in April 2018 by Blackthorn Primary School This Policy replaces Achievement for All (incorporating Equal Opportunities, Racial Equality, Multicultural Education, English as an Additional Language, Accessibility, Gender Equality) and the Community Cohesion Policy. The Accessibility Plan was.

1 Policy

- 1.1 The Governing Body of Blackthorn Primary School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. [Your attention is drawn to our separate Bullying and Harassment policy.]
- 1.4 [Our Statement under Public Sector Equality Duty is attached as Appendix A]
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Who is covered by the policy?

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as **staff** in this policy).

3 Who is responsible for this policy?

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy [and reporting on the progress made in achieving targets set by the Governing Body]. Day-to-day operational responsibility [, including regular review of this policy,] has been delegated to School's Multicultural Co-ordinator.
- 3.2 All managers must set an appropriate standard of behaviour, lead by example and ensure that the Headteachers they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.

4. Scope and purpose of the policy

- 4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

5. Forms of discrimination

- 5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

- 5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- 5.3 Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- 5.4 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, Headteachertile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.
- 5.5 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

6. Discipline and Termination of Employment

- 6.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.
- 6.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

7. Disability discrimination

- 7.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.
- 7.2 If you experience difficulties at work because of your disability, you should speak to your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.
- 7.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff.

8. Fixed-term employees, Casual and Agency Workers]

- 8.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

9. Part-time work

- 9.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately [under our Flexible Working Policy].

10. Breaches of this policy

- 10.1 If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter through our Harassment and Bullying Policy.
- 10.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not

be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

- 10.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

11. Monitoring and review of the policy

- 11.1 This policy is reviewed annually by the FGB.
- 11.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.
- 11.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting Multicultural Co-ordinator.

Education and the Equality Act 2010

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, providing a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The term '**protected characteristics**' is used as a convenient way to refer to the categories to which the law applies.

The eight protected characteristics are:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and maternity
- Age (as an employer)
- Religion or belief
- Sexual orientation

From 6 April 2011 all education settings have a general duty to annually publish clear information about how they have considered and acted upon three main equalities aims, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and tHeadteachere who do not.
3. Foster good relations between people who share a protected characteristic and tHeadteachere who do not.

In addition to the annual publishing of **equalities information**, education settings also have a duty to prepare and publish **equalities objectives and an action plan** at least every 4 years.

The public sector Equality Duty 2011 has three aims under the general duty for schools/academies/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 tHeadteachere 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 school/academy/setting** has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

In compiling this equality information we have:

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

Matrix 1 - Equalities information already held

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	Assembly themes; dressing up clothes; assemblies; reading schemes represent different cultures and library has dual language and bilingual dictionaries; PSHE curriculum; displays/ world map. Images of different children on school website. Families have access to family support to share concerns.	Support given in and out of class by Inclusion leads, FSWs, Head of School.	Positive role models; posters; books; family groups; sharing resources & knowledge; inviting adults including parents from different cultures; letters available in different languages if required.
Disability	Inclusion; toilets; care plans; unit provision at school; small world characters. Access to a Images of different children on school website. Families have access to family support to share concerns.	Staff training; pupil awareness; use of external agencies	Celebrating differences, reversed integration; whole school etHeadteacher of inclusion
Sex	M/F toilets; attainment and attendance data; safe recruitment policy; separate changing areas for Y5 and Y6. Broad range of texts and curriculum themes to appeal to boys and girls. Images of different children on school website. Families have access to family support to share concerns.	Planned activities of interest to both sexes; inclusive improvement opportunities; inclusive sports opportunities; planned programme of role models in school; PSHE; planned programme of role models on staff team and visitors	Shared activities that ensure the curriculum appeals and is accessible to all. Mixed gender sports teams and activities.
Gender Reassignment	Safe recruitment policy		Deal with on a case by case basis; professional support

Pregnancy and Maternity	Flexible time off for antenatal appointments, etc; re-training on return to work; continuity of care & teaching of pupils before & during maternity leave; adjustment to hours of work to current needs with agreement; support maternity/ paternity leave; choice of return date(s); keeping in touch days; provision of childcare facilities (feeding, changing, etc)	Maternity policy; return to work policy	Opportunities for new parents to bring their child(ren) in to visit; invite staff to functions & productions; keeping in touch days
Age	No mention of age on application forms or at interview; provision of grouping children due to educational needs/ abilities; awareness of statutory school starting age. Access to a 'Worry Eaters' to share concerns. Images of	Recruitment policy; clubs open to all ages-running it and joining it from Y1 upwards (due to energy levels and length of day)	Harvest baskets; choir visits; crèche at school productions. Elderly visitors to the school to share experiences and visits to elderly housing nearby

	different children in school prospectus. Families have access to family support to share concerns. Creche provided for many school events.		
Religion and Belief	Verbal feedback from visitors; Healthy Schools; multicultural menus; photographic evidence of a range of visits; mission/ vision statement; collective worship policy; hate incidents and measures put in place. Option to be exempt from collective worship. Access to a 'Worry Eaters' to share concerns . Images of different children in school prospectus. Families have access to family support to share concerns.	Involvement with local faith groups; quality provision for children unable to participate in certain activities (Christmas, Easter, etc); RE curriculum	Awareness of fasting and prayer times (during Ramadan); visits to a range of places of worship; celebrating religious festivals; SEAL; church use of school; visitors from other faiths to share experiences. Staff awareness of different food requirements given beliefs
Sexual Orientation	SEAL; SRE; hate incidents & measures put in place. Mindful of different relationships. Access to a 'Worry Eaters' to share concerns		Circle time; SRE parents' awareness of course content; literature (books/DVD). Situations dealt with on a case by case basis.

Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups 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	Letters in other languages if requested; questionnaires to all, Liaison with local prayer centre, Views from multiethnic staff , EAL children entering school system, discussions about clothing and Ramadan.	Revamped the curriculum; talking books; dual language books; access to family support workers/learning mentor; translators used as required; translations available on request through use of google translator; increased profile of EAL support through training and staff responsibility.	Visitors from different cultural backgrounds; using translators/sign language; multicultural signs, home visits before starting school in Rec;
Disability	Questionnaires, Curriculum teaching, support for parents as required (eg signing). Additional time for tests (if appropriate). Detailed Transition Plans for the Headteacher children who require it.	Inclusion Lead for SEN; family support workers; learning mentor; reserved parking space and reserved seats at performances; school lift, ramps; Home/School books; Home resources provided by school; regularly reviewed accessibility plan; Handrails to support access	Enlarged print; ramp access; disabled toilets; sign language at parents' eyes; enhanced facilities for people with hearing, sight, mobility disability; making reasonable adjustments where required; participation in wheelchair basketball day; assembly themes.
Sex	Uptake of girls/boys extracurricular activities; track girls/boys progress to monitor equality. Non-discriminatory approach to school life. Children's Centre support	Opp's for both sexes to participate in extra-curricular activities (e.g. girls in football club, etc; promoting non-stereotypical roles; good number of staff attended training on engaging with boys;	Equal opportunities for both sexes including residential visits and before and after school clubs
Gender Reassignment	Children's Centre support		N/A
Pregnancy and Maternity	Children's Centre support, Keeping in touch days, Consideration for flexible working following new birth. Honouring appointments.	Flexibility for staff in relation to parents' evenings. Provide flexible working patterns for special events where required.	Pre-School aged children to crèche which school provides. Breastfeeding, changing facilities available on site.
Age	Curriculum support - volunteering adults of all ages hearing readers. All family invited to school events which frequently includes grandparents.	Preparation for retirement and pension information for all; Handrails to support access; School birthdays celebrate birthdays of young and old;	flexible working
Religion and Belief	Explain in RE why some people do not attend collective worship; people of other faiths visit school; awareness of a need for some pupils to withdraw due	Pupils visit different places of worship; Celebration of significant religious events; library display; Encouragement of all pupils to participate in assemblies	Awareness of religious dietary needs; provide facility for people of different faiths to celebrate religious festivals;

	to religion/belief, circle time; school assemblies, Children's Centre support, curriculum links, parents from diff faiths sharing their experiences.		multicultural resources; prayer arrangements; Parents invited into school to talk about a specific faith that the children are studying.
Sexual Orientation	Assemblies about verbal/physical bullying; circle time; staff choice of disclosure; including same sex relationships when describing family units in UKS2 PSHE/SRE sessions; Sensitivity to children as they present concerns.	Use of family support worker/school nurse to support children & parents if required; transition focus if appropriate.	Bullying policy; meetings between affected parties; positive attitude;

Matrix 3 - your setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Active inclusion in practice through assemblies and PHSE promote equality and diversity.	Policies and recruitment actively promote equality of opportunity. Tracking of pupils that attend extra-curricular activities to identify trends and promote inclusive opportunities and participation.	Some good practice in place - continuing to develop evidence collection. Community events encourage parents to meet and interact; Family Support Worker run coffee mornings.
Disability	Good at this with successful integration of children with significant needs. Physical and educational needs quickly identified and met through support and changes to the environment.		Encourage all parents to attend school events. Promote inclusive play. Provide positive role models and encourage play with different age groups etc.
Sex	Senior Leadership and Governors promote open door policy and encourage staff to seek support.	Promotion of equality for pupil activities, employment, parental engagement/events.	
Gender Reassignment	Dealt with as applicable	Dealt with as applicable	Dealt with as applicable
Pregnancy and Maternity	Dealt with as applicable	Dealt with as applicable	Promote as need arises.
Age	Good at this. Actively encourage interaction across age groups. Encourage family members to attend school events.	Improving opportunities for equality - extra-curricular activities across school.	Good at this
Religion and Belief	Promotion of equality and diversity through PSHE, RE, and assemblies.		
Sexual Orientation			School anti-bullying group to focus on all types of bullying.

Matrix 4 - Equality Objectives and Action Plan

Protected Characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity between people who share a protected characteristic and those who do not	Foster good relations between people who share a protected characteristic and those who do not
Race	<ol style="list-style-type: none"> 1) Through PSHE policy, ensure equality and diversity are promoted and children understand that harassment, discrimination and victimisation are unlawful. 2) Promotion of status EAL support through staff training, resources and FSW. 3) Effective promotion of translation services available. 		
Disability	<ol style="list-style-type: none"> 1) To ensure all school user's needs are identified and met, through effective promotion of services and support available (Prospectus, Induction packs, FSW) 2) To review disability access throughout the school (physical environment). Identify priorities and develop provision as required. 3) To ensure we have a statement in our welcome packs and brochure 		
Sex	1) To improve monitoring the provision and uptake of extra-curricular activities and curriculum provision		
Gender Reassignment			
Pregnancy and Maternity			
Age	<ol style="list-style-type: none"> 1) To review the policy on working conditions and ensure that appropriate support is provided for the physical needs of staff. 2) To continue to promote activities and events that encourage parents/grandparents/members of the local community to attend and interact with the pupils. 3) To establish links with homes for the elderly 		
Religion and Belief	1) To continue to invite speakers from a range of faiths to lead whole school assemblies and be more involved in the curriculum as a whole (not just RE).		
Sexual Orientation	<ol style="list-style-type: none"> 1) Continue to develop the Anti-Bullying groups work. Ensure that this group organises and promotes Anti-Bullying Week each year 2) Display Anti-Bullying messages about school 		

Other sources of guidance and information:

- Equality Act 2010: Advice for school Leaders, School Staff, Governing Bodies and Local Authorities
- Equality Information and the Equality Duty: Equality and Human Rights Commission
- The essential guide to the public sector equality duty: Equality and Human Rights Commission
- Equality analysis and the Equality duty: Equality and Human Rights Commission
- Equality Objectives and the Equality Duty; Equality and Human Rights Commission

- Engagement and the Equality Duty: Equality and Human Rights Commission

www.equalityhumanrights.com

www.equalities.gov.uk

www.data.gov.uk

www.education.gov.uk

Blackthorn Primary School

Accessibility Plan 2021-2022

Introduction

For the clarity of this document, a disability is defined as:

A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan

The plan details the arrangements, over a six year period, that we are aiming to implement to increase accessibility for the school for pupils who have disabilities. The Plan is reviewed annually.

The plan focuses on three key areas for development, as recommended by the DDA.

- 1) Increasing access for the disabled pupils to the school curriculum
- 2) Improving access to the physical environment of schools
- 3) Improving the delivery of written information to disabled pupils

The plan is published in the schools booklet that also contains the governor's annual report to parents.

Responsibilities

Where areas of the school are accessed by the general public the DDA places a requirement to remove the physical barriers to access (where reasonably practical) by October 2004. All subsequent building projects will have regard to improving disabled access.

Blackthorn Primary School Accessibility Plan 2021/22

AIM1: Promote equality and diversity							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
2.1	To increase curriculum engaged with PSHE						
2.1.1	To address offensive language in relation to race.	Headteacher	Ongoing	Code of Conduct for adults including parents and staff. Use of Jigsaw PSHE Scheme for children.	Number of incidents reduced and those that occur are well managed.	Govs	
2.1.2	To promote wellbeing and support mental health.	Headteacher	Ongoing	Use of Jigsaw PSHE Scheme, Mental Health First Aiders and for adults the use of counselling resources and supervision.	Surveys		
AIM2: To improve access to the							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
2.2	To improve the management of people with disabilities						
2.2.2	To review access to the school site and notify NCC with regard to fly tipping and overgrown plants along the pathways.	Headteacher	Ongoing	Street Doctor service	Pathways accessible for all.		
2.2.3	To review signage to ensure visitors are aware of key people and contacts within school	Headteacher	April 22		Clearly signed route into school	Govs	New signage in place for the specialist provision.

AIM3: To improve the delivery of written information							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
3.1	To be responsive to parental requests						
3.1.1	To provide an interpreter, if required, to read out letters to parents for whom English is an additional language.	Headteacher	Ongoing	Bank of parent helpers, the use of paid interpreters when required.	Interpreter used	Govs	
3.1.2	To continue to offer translations as promoted on the school's letters	Headteacher	Ongoing	None	Letters issued with footer	Govs	
3.1.3	To respond, within reason, to parental requests for information in different formats	Headteacher	Ongoing		Money used as required	Govs	
3.1.4	To offer support in reading and explaining written communication to parents.	Headteacher	Ongoing		Staff to support parents as requested.	Govs	