Wilby Church of England (VA) Primary School
Protected Characteristics

Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."

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	• Groups data – progression and attainment compared to others. • Racial incidents record. • Inclusion and representation in school activities.	• Monitoring of data and interventions where necessary. • Provision of adapted texts and resources as and when required. • Positive imagery and role modelling where possible.	• Curriculum content and planning. • Partnerships with other schools. • PSHE/assemblies used to discuss and promote issue
Disability	• SEN achievement data • Evidence of adaptations and changes to promote inclusion and equal opps. • Parent feedback	• Provision of specialist furniture/equipment • Changes in building to meet requirements of DDA where possible	• Close relationships with parents involved.
Sex	• Gender specific progress and attainment data recorded. • Inclusion and representation in wider school activities. • Pupil survey	• Work in different group arrangements – some mixed gender, some single gender to ensure different opportunities. • All pupils included in all and data monitored for evidence of inequality. • Agreed appraisal approaches for all staff.	• All opportunities are open to all • PSHE/assemblies used to discuss and promote issue
Gender Reassignment	• Specific progress and attainment data recorded. • Pupil survey	• General promotion of respect to all people	• School ethos
Pregnancy and Maternity	• Employment records and flexible working arrangements when possible. • Time given for appointments • Risk assessments and adjustments to working conditions where required.	• Risk assessments and adjustments to working conditions where required. • Return to work meetings/planning	• Maintain liaison while taking leave. • Ensure that additional training /KIT days are provided to ensure that staff who have been on leave are able to return to work on an equal footing to their peers

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Age	• Age profile of recently employed staff. • Wording from adverts etc that demonstrate equal opps. • Progress record of children at different stages across the school.	• Recruitment training for staff and Governors. • Equal opps policy development.	• Different age groups from local community invited to different school events.
Religion and Belief	• Records of religion/belief where stated. • Balanced RE planning • Days granted for celebrations/festivals.	• RE planning • Stories from other cultures.	• Faith leaders invited into school on a regular and frequent basis. • Visits to places of worship.
Sexual Orientation	• Any homophobic incidents are recorded • Appointment monitoring data collected	• Recruitment training for staff / Governors. • Equal opps policy development.	• PSHE within the curriculum

Protected characteristics	Summary of our Equality Information	Aims of the general duty	
	How have we engaged with the protected groups in order 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	• Assemblies and PSHE lessons. • Engagement with vulnerable families.	• Working with parents to find areas to promote individual achievement. • Provision of alternative resources/ additional language materials if and when required (links with town schools are established for lending of resources – Park Junior) • Included as element within curriculum.	• Ensure wide range of books and other resources that engage pupils in thinking about different cultures. • Curriculum designed to promote positive engagement
Disability	• Discussed with particular families to ensure children are fully provided for. • Sharing of attainment data	• Inclusion meetings • Provision of disabled toilet facilities. • Adaption of staff requirements to enabled disabled staff to work effectively	• Close relationships with parents involved. • Regular meetings with specialists and professionals from other disciplines. • Staff review meetings and appraisals.
Sex	• All curriculum areas are mixed with mixed attendance. • Extra-curricular all mixed as well. • Surveys of pupils to gain views. • Mixed representation on selection panels	• Attendance and participation levels monitored and mixed work encouraged. • All positions open to all	• Pupil surveys and parent questionnaires to identify any issues.
Gender Reassignment	• Remove gender specific talk (e.g. boys and girls) • Remove gender specific toilets	• Discussion with pupils and parents	• Discussion with pupils and parents
Pregnancy and Maternity	• Risk assessment/on-going dialogue with staff as required. • Reduced duties if necessary	• Adjustment of hours and patterns of work where possible to fit family circumstances built into policy framework.	• Staff appraisals and return to work interviews.
Age	• All documents/policies discussed as whole staff to ensure all views are acknowledged and acted upon as needed. • Retired members of staff and volunteers from the community continue to work within school and give children an experience of diversity.	• Collegiate planning to ensure curriculum and development plans are appropriate for all.	• Invite and encourage participation school activities from senior citizens from the local community.
Religion and Belief	• Discussion with families. • Open admissions policy (LA administer admissions).	• Northants Agreed Syllabus. • Diversity of materials used with assembly and lessons. • Curriculum	• Ensure wide range of books and other resources that engage pupils in thinking about different faith.
Sexual Orientation	• Positive steps to address use of homophobic language.	• Active monitoring of behaviour and discipline issues to detect trends.	•

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Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation.	**How effective are we are promoting equality of opportunity?**	**How effective are we at fostering good relations between people who share a protected characteristic and those who do not.**
Race	• Good – one recorded racial incident in the last three years was dealt with to the family's satisfaction. • No evidence that children or staff tolerate any form of racial prejudice. • The few children who are not of white British background progress as well as and in many cases better than their peers.	• Good – monitoring suggests that children of all backgrounds play a full part in school life.	• Good – monitoring suggests that children of all backgrounds play a full part in school life.
Disability	• No issues raised over recent years	• Good – some areas of the school would be more difficult to access (upstairs)	• Good
Sex	• No issues raised over recent years. • Monitoring data supports this view – no long term data trends to suggest problems. • All extra-curricular activities well attended by both boys and girls.	• Data indicates this is good. • Participation rates good • All invites to clubs are open to all and school strives to avoid stereotypes.	• Good
Gender Reassignment	• No issues raised this year	• Good – monitoring suggests that child plays a full part in school life.	• Good no issues raised when child reassigned this year
Pregnancy and Maternity	• None in recent years	• None in recent years	• None in recent years
Age	• Good – see evidence above.	• Good	• Good – relationships
Religion and Belief	• As for race above	• See race	• More representation from non-Christian faith groups would be beneficial.
Sexual Orientation	• Good – no observations or reports of the general use of homophobic language. • Specific incidents have been rapidly dealt with. • No concerns raised from parents.	• The school has not been made aware of any circumstances where this characteristic can be specifically addressed. • The use of homophobic language is discussed as a wider issue within the KS2 PSHE scheme.	• Needs developing - the school needs to have a better awareness of where this characteristic is relevant to children in the school.

Equalities Objectives and Action Plan

Objective	Which protected group(s) will this most effect / influence.	How will we know we have achieved the objective?	Lead and other key players	Actions	Progress rating – annual review
To use positive role models to challenge discrimination across all sectors.	All	Displays, assembly material, discussions evidence that children are accepting of all regardless of background/belief or identity. Older children are aware of what discrimination is and why it is wrong.	HT and all staff	Continue to promote respect of all individuals through assembly, lessons and direct intervention. Use of diverse imagery in supporting all areas of the curriculum. PSHE lessons at age appropriate level to identify which words are demeaning and why.	
To increase accessibility to all areas of the building for people with disabilities.	Disability	All stakeholders are able to access all areas of the building at an equal level.	Governing Body	Ensure that this is a prominent feature in all future discussions on improving the building. Ensure staff know where to access support for adults/children with hearing and vision impairments.	
To develop the children's awareness of different cultures and groups in local area and UK more widely	All	The curriculum plans embrace Global Learning and international, cross-cultural learning is at the heart of planning.	Geog Leader and HT Teaching staff	Audit different cultures and groups in local area Plan a diversity week within school for all children Class teachers to continue to plan opportunities in topics	

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