



Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

Excellence

Aspiration

Achievement

Inspiration

Community



SIR CHRISTOPHER HATTON ACADEMY PUBLIC SECTOR EQUALITY DUTY WORKBOOK

This workbook is being completed with regard to the following publications:

1. The essential guide to the public sector equality duty: *Equality and Human Rights Commission*
2. Equality analysis and the equality duty: *Equality and Human Rights Commission*
3. Engagement and the Equality Duty: *Equality and Human Rights Commission*
4. Equality Objectives and the Equality Duty: *Equality and Human Rights Commission*
5. Equality Information and the Equality Duty: *Equality and Human Rights Commission*
6. Equality Act 2010 and Schools (April 2014) : Advice for School Leaders, School Staff, Governing Bodies and Local Authorities : *DfE*
7. Hatton Academies Trust Equality and Diversity Policy

STAGE 1: EQUALITY INFORMATION

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	Racist incidents are recorded and reported in line with local authority and Academy Trust requirements. Parents/carers are notified of actions and next steps where the victim is a student in school.	Take up of extracurricular clubs and extended schools activities by BAME students is good. All students are given the opportunity to attend visits and trips.	We organise visitors from the local ethnic community. The curriculum reflects the diversity of the local area. In assemblies, we include a diverse range of speakers and resources from the local community.
Disability	Progress data shows that students with SEND make at least expected progress from their starting points. The progress and attainment of students with significant SEND are monitored through the Annual Review process and IEPs. Records show that there have been no bullying incidents related to disability. Students with a disability can attend part time if this is deemed appropriate to their needs. Allowances are made for hospital visits etc.	All students have opportunities to join extra-curricular clubs and to go on all school trips. Extra staff are utilised for support where needed. Specific risk assessments and provision will be made to ensure that students with a disability are able to access trips/visits (e.g. specific equipment needed for skiing) and off-site visit Leaders have equality duty training as part of their training from our advisor. Specialist equipment is provided according to needs. Students requiring support have this put in place as an	Use of resources and materials from across the curriculum represent and reflect diversity.

		early help strategy to ensure full access to the curriculum.	
Sex	<p>All progress and attainment data is analysed to look at difference between genders. The academy improvement plan seeks to address any gender issues identified.</p> <p>All recruitment adheres to equal opportunity legislation and all roles are open to both sexes.</p>	Clubs are all open to both sexes. New clubs are sought to ensure take up by boys and girls is balanced.	The academy focuses on positive learning behaviours and attitudes through its Aiming For Excellence ethos.
Gender Reassignment	<p>Recruitment procedures comply with equal opportunities legislation.</p> <p>Incidents of homophobic, bi-phobic and transphobic (HBT) bullying are logged by members of staff and followed up by the Anti-Bullying Coordinator.</p>	All students, regardless of gender, are able to participate in all aspects of academy life.	<p>Utilising curriculum resources and pastoral time to ensure students are supported.</p> <p>Guidance language distributed to staff to deal with incidents of HBT bullying and how to deal with a student 'coming out'</p>
Pregnancy and Maternity	The academy considers all requests for part time working from returning maternity leave employees. Risk assessments are undertaken for pregnant staff and adjustments made to allow for their health needs. Time off is given as required for antenatal appointments.	All staff are subject to the same terms and conditions and performance management according to their role. The Directors and Principal considers all applications for job share working according to the Trust policy. Amendments to roles are made for pregnant staff according to need.	Staff on maternity leave are invited to all staff social functions and are welcome at training days. Keeping In Touch days are arranged to ensure they are up to date with what is going on in school. Consideration is given to staff with young children when arranging out of school hours events in line with the HAT policy for absence requests.

Age	Recently recruited staff profiles show teachers are recruited across the age range.	Directors recruit according to the requirements of the post. HAT application forms do not show a date of birth.	We foster relationships with local Care Homes and have completed 'write a letter' projects between students and elderly, as well as performing to local care homes. We have a relationship with the Royal British Legion and invite veterans to participate in our annual Whole School Armistice Service. As part of the biennial Health/Wellbeing Fair intergenerational events take place e.g. indoor bowls
Religion and Belief	All students take part in acts of collective worship across all key stages. Parents/carers can ask for their children not to take part. Data regarding religion is collected when children start at school. The academy's values promote respect for all regardless of their beliefs. Absence for religious observance is authorised. Halal Food is provided in the canteen. Prayer/reflection space is provided Quiet space is provided during Ramadan	All students have the opportunity to be withdrawn from RE lessons or collective worship. Students cover the RE Agreed Ayllabus at KS 3, 4 and 5 and learn about Christianity, other world religions and world views.	Assembly themes reflect the cultural makeup of the academy.
Sexual Orientation	Recruitment procedures comply with equal opportunities legislation. Homophobic, bi-phobic and transphobic language/bullying	HAT policy acknowledges homophobic, bi-phobic and transphobic (HBT) bullying and lays	Academy values promote respect for everyone.

	incidents are recorded and reported to parents/carers.	out the expectations with dealing with it. New statutory RSHE guidance lays out expectations for delivery and coverage.	We work in collaboration with Stonewall and are a Stonewall Gold Partnership Academy.
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STAGE 2: EQUALITY ENGAGEMENT

Protected characteristics	Aims of 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	Creating a culture where the academy's values allow all to respect and celebrate difference. Students talk openly and report racist incidents. Students are encouraged to talk about their identity, this includes their race.	Curriculum, extra-curricular and pastoral opportunities allow students to share, and celebrate their ethnic background and beliefs.	Resources and representation of culture and cultural community are integrated into curriculum, extra-curricular and pastoral opportunities.
Disability	Progress data shows that students with SEND make at least expected progress from their starting points. The progress and attainment of students with significant cognitive need are monitored through class assessments, GL data, STAR data and relevant literacy intervention groups. Where applicable, Annual Reviews are held to evaluate progress. Records show that there have been no bullying incidents related to disability.	All students have opportunities to join extra-curricular clubs and to go on all school trips. Extra staff are utilised for support where needed. Specific risk assessments and provision will be made to ensure that students with a disability are able to access trips/visits (e.g. specific equipment needed for skiing) and off-site visit Leaders have equality duty training as part of their training from our advisor. Specialist equipment is provided according to needs.	Use of resources and materials from across the curriculum represent and reflect diversity. Resources used reflect the diversity of SEND in the Academy and the wider community.

	<p>Students with a disability can attend part time if this is deemed appropriate to their needs.</p> <p>Prior to each academic year, there is careful planning to ensure that young people with a disability are taught in appropriate classrooms with access.</p> <p>Allowances are made for hospital visits etc.</p>	<p>Students requiring support have this put in place as an early help strategy to ensure full access to the curriculum. This is reviewed regularly to ensure that support is where there is a need.</p>	
Sex	<p>Equal opportunities for both sexes for both staff and students are promoted. All parents/carers are welcomed and involved in their child's learning regardless of gender.</p>	<p>The academy improvement plan focuses on any specific gender issues.</p>	<p>Curriculum planning and engagement with parents/carers around supporting home learning takes place.</p>
Gender Reassignment	<p>HAT policy is in place to guide and support where children or families have this protected characteristic.</p>	<p>By speaking to students who wish to change their gender to ensure they feel fully supported in their transition. Raising awareness through student voice, assemblies, curriculum opportunities and internal training so that students/staff are engaged and informed in current topics surrounding gender.</p> <p>Ensuring we follow the voice of the child in terms of we communicate this information further (i.e. Parents/carers and other staff members)</p>	<p>Dedicated member of staff who is available to support students and parents/carers as well as links with external agencies who can provide further support.</p>

Pregnancy and Maternity	Pregnant staff are surveyed to ensure procedures are fair. Pregnant parents/carers are supported where appropriate with adjustments to collection/drop off arrangements and absence of children due to birth or complications.	Flexible working hours/job shares are considered for all pregnant staff. Risk assessments are completed. Support as required during pregnancy and maternity leave.	Feedback from pregnant members of staff is encouraged to ensure adjustments/improvements are made where necessary.
Age	Staff, volunteers and Directors reflect the wide age range.	There is equity in opportunity for all members of staff based on experience and qualifications, not age.	Use of a range of role models/examples across age ranges in curricular and wider curricular provision.
Religion and Belief	Equal opportunities recruitment procedures in place. Equal opportunity policy; Anti-bullying and Behaviour policy	A representative curriculum is in place which represents all major faith groups and other world views. There is equity in opportunity for all members of staff regardless of religion and belief. Any member of staff may opt out of the delivery of RE.	Use of a range of role models/examples across religion and belief in curricular and wider curricular provision.
Sexual Orientation	Equal opportunities recruitment procedures in place.	Through discussions with trusted adults and ensuring that they feel fully supported within the academy. Ensuring we follow the voice of the child in terms of we communicate this information further (i.e., Parents/carers and other staff members)	Stonewall Gold Academy. Dedicated member of staff who is available to support students and Parents/carers as well as links with external agencies who can provide further support.

EQUALITY OBJECTIVES AND ACTION PLAN

September 2020 – September 2022

Objective Please give an end date/timescale to each action	Which protected group(s) will this most affect / influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action	Annual Red/Amber/Green rating	Monitored by
Annual Training for staff will result in an increased understanding of equality and how it differs from equity.	All protected groups	Staff will demonstrate their understanding through actions and dialogue when dealing with children and families.	All Staff SLT Co-Principals	KG to research online training Staff to complete by July 2021	Red	Co-Principals
All staff will learn about the protected characteristics and duty of the academy to consider and ensure no discrimination against them.	All protected groups	Adults will model the appropriate language at all times for colleagues and students. Students will be taught about the protective characteristics and the laws around them. This will happen through the curriculum rather than explicitly. This has to be delivered in new RSHE statutory curriculum and students are expected to understand about	All staff	CPD Share the SCHA equality workbook each year in CPD, focus on actions to develop and improve practice and ethos. Consider a reflective CPD exercise to consider the implications on our practice as a school	Amber	Co-Principals

		protected characteristics.				
All teachers will have an understanding of the protective characteristics applicable of the children they teach.	All protected groups.	Class profiles will be in place with relevant characteristics identified and disseminated as appropriate. Pastoral team will alert staff to students who have a different sexual orientation or have expressed a desire for gender reassignment.	Pastoral / Welfare Team Teachers	Transition information shared with new class teachers in readiness for new academic year. Class profiles produced and updated 3x each academic year. Welfare Team to update class teachers, where relevant.	Green	Co-Principals
All children will have opportunities to further develop their understanding of what the terms 'race & ethnicity' mean and how they identify themselves.	Race	Displays in each classroom/area will celebrate the identity of all children. Students will talk about ethnicity & race with understanding.	Pastoral / Welfare Team <ul style="list-style-type: none"> • RE leader • Class Teachers • HOF 	Review displays and update	Amber	Co-Principals
Our Curriculum has explicit opportunities to learn about ethnicity, race and gender within the context of their curriculum	All protected groups	Curriculum planning and policies will show opportunities for learning ethnicity, race and gender.	Assistant Principals PSHE Leader RE leader Pastoral / Welfare Team	At start of year analysis of SIMS data to identify main race groups in classes, year groups & schools. Use of this data to inform curriculum planning to	Amber	Co-Principals

topics and assemblies.		Recorded learning in student's books will reflect context Academy assemblies, events and celebrations will reflect the ethnicity, race and gender of the children. Reviewed academy curriculum for 2020-21 will also reflect above points including gender diversity	RE leader Class Teachers HOF	ensure opportunities to link context for learning to race & ethnicity. Planned assemblies reflect the main groups across the school.		
All students with additional needs will be identified and appropriate support or intervention will be in place (or in process).	Disability	SENCO will manage the SEND register and communicate with relevant staff. Continued increase in numbers of children identified on SEND register. All teachers are aware of the needs and make appropriate adjustments for children with SEND Academy systems to monitor and evaluate the SEND register will be established and reviewed.	<ul style="list-style-type: none"> • SENCo team • Pastoral Team • HOF • Class teachers 	SEND register shared with class teachers (regularly in year) SENCO support sessions available for all class teachers across the year. Monitoring of provision for all SEND children is carried out regularly. Feedback and CPD provided where necessary.	Green	Co-Principals
RE curriculum is implemented in	Religion and Belief	Curriculum planning will reflect the RE curriculum.	<ul style="list-style-type: none"> • RE Leader 	RE leader to disseminate training about curriculum	Green	Co-Principals

<p>all year groups (KS 3- 5).</p>		<p>Students recorded learning, displays and class books will reflect the RE curriculum.</p> <p>Assemblies and events will reflect the RE curriculum as applicable.</p>	<ul style="list-style-type: none"> • PSHE Leader • Teachers 	<p>RE leader to monitor coverage of RE curriculum (Dec, April, July)</p> <p>RE leader to report RE attainment.</p>		
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