

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
Race	All:	Equality Guidelines, translation of key documents, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. HT newsletter. celebrate diversity, Academy Vision Statement.	To investigate the newsletter to be available each week in key home languages and its effectiveness To discuss with Cof G how we ensure our LGB represents all communities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, fair recruitment processes, documents translated. Compliance with new probation review	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	Continue to gather staff voice through staff survey and focused school based discussion groups
	Pupils:	Admissions Policy, racial incident forms, HT report, Governors minutes, comparable attainment data, Arbor records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review assessment data to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice.	2021-22 School to adopt UL curriculum in Foundation subjects as diversity is well identified throughout Continue to raise awareness and celebration of race through assemblies, books and environment and local people in our community

			Texts used with children and in the library have been audited to ensure children see themselves in materials which are shared.		<p>Include Black history month in timetable for the year.</p> <p>Review class names</p>
Disability	All:	Equality Guidelines, Harassment & Bullying Policy, Accessibility policy	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made. H&S walks to identify any accessibility concerns	Forums and Newsletters, Communications record with parents of children with disabilities and provision for staff under DDA, Academy Vision Statement.	<p>Governor to undertake H & S walk with site manager and HT</p> <p>Ensure that in all letters asking parents to attend a school events a note is added asking them to let us know any additional arrangements that they would need and provide</p>

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures. Compliance with new probation review	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	Ensure a range of parents are involved in input to accessibility policy Continue to gather staff voice through staff survey and focused school based discussion groups
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made ,	Assemblies, RE curriculum, parent's forums and workshops,	Supporting students with disabilities, staff advised via	

		evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted. Pupils have access arrangements in place for assessments	discussions on tolerance, School Counselling Service, Student Council/Voice.	medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice. Transition meetings with new staff and training given where applicable	
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures.	HT and HR lead to compare data at Hanwell with other primaries re staff demographic
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey. Compliance with new probation review	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	Continue to gather staff voice through staff survey and focused school based discussion groups
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, Arbor, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice. Carry out termly analysis of data to identify any gaps in attainment and progress and report to LGB	Review class names
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)

Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme. Compliance with new probation review	Include transgendered staff at local level policy/process development, EAP scheme, staff briefings.	Continue to gather staff voice through staff survey and focused school based discussion groups
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, HT report, comparable attainment data, Arbor, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Counselling Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy,	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made. Compliance with new probation review	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings. Induction following maternity leave in place to support transition back into workplace	Continue to gather staff voice through staff survey and focused school based discussion groups
	Pupils:				

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	<i>Pupils: (Cont'd)</i>				
Age	<i>All:</i>	Equality Guidelines, Harassment & Bullying Policy,	Compliance with Guidelines.	Academy Vision Statement.	
	<i>Staff:</i>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation. Compliance with new probation review	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	Continue to gather staff voice through staff survey and focused school based discussion groups
	<i>Pupils:</i>	PSHE curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Broadcast, School Counselling Service, Student Council/Voice.	
Religion and Belief	<i>All:</i>	Equality Guidelines, Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, time off for religious observation.	Principal's Broadcast, community involvement.	
	<i>Staff:</i>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes. Compliance with new probation review	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	Continue to gather staff voice through staff survey and focused school based discussion groups
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share	What evidence do we hold that we <u>foster good relations</u> with people who share a protected	What action do we need to take –these will form

			a protected characteristic and those who do not?	characteristic and those who do not?	your objectives (see overleaf)
Religion & Belief (Cont'd)	<i>Pupils:</i>	Group Equal Opportunities Student Statement, Admissions Policy,	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Assemblies, community involvement, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	RE lead to keep in touch with UL planning group re changes to RE curriculum planned. Ensure main faiths' celebrated in all year groups. All staff aware of faiths held by class members and staff.
Sexual Orientation	<i>All:</i>	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement, briefings.	Continue to gather staff voice through staff survey and focused school based discussion groups
	<i>Staff:</i>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme. Compliance with new probation review	Staff briefings, EAP scheme, TD days, 121's, assemblies.	Provide training on SRE curriculum and audit staff confidence. Celebrate Pride month more explicitly eg through assemblies, displays and newsletters/
	<i>Pupils:</i>	Admissions Policy, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/guest speakers, School Counselling Service, Student Council/Voice.	Embed SRE curriculum and use of resources. Ensure good communication with parents. Review class names

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1 To ensure our curriculum is diverse and celebrates all

We will start this by September 2021 and continue to review through to July 2022

Why we have chosen this objective:

Curriculum audit shows that although there are areas of diversity and inclusion across the school, this is an area for development as it lacks consistency.
Staff have attended UL training in the summer term 2021 and have a good knowledge of what is available and how to resource.

To achieve this objective we plan to:

- Adopt the UL curriculum across the school in English, Art, Geography, History and DT
- Adopt the UL curriculum in Early Years
- Embed SRE curriculum and use of resources
- CPD July INSET days
- Ensure a diverse range of books supports learning in the library and in class collections
- Continue to review our provision through staff and pupil voice termly and through book scrutiny

Progress we are making towards achieving this objective:

Equality Objective 2 To ensure all parents can access key communications for school

We will complete this by December 2021

Why we have chosen this objective:

The school has an increasing number of families do not have English as a first language.

To ensure parents receive and understand all communications and resources sent.

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To achieve this objective we plan to:
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<p>Publish the weekly school newsletter in the most common home languages Use parent voice to see what would be most useful to parents and families, then review. Look at good practice in other setting Ensure key welcome signs are in home languages</p>

Progress we are making towards achieving this objective:

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Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

Appendix 4 - Equality Objectives Web Site Example Page

Welcome to the Hanwell Fields community School]equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; *and*
- **Foster good relations** between people who share a protected characteristic and those who do not.

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1. We will conduct this analysis on an annual basis.

Equality Data – Information on the Pupil population / Information about our employees.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

Business Planning

During our business planning process we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

Further Information

Further information regarding our commitment to equality can be obtained by contacting Caroline Bond