

Chacombe CEVA Primary Academy

Equality Information

Protected Characteristic: Race
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • <i>Online reporting of racist incidents to LA.</i> • <i>Track progress of children from protected group by Assessment manager/EAL manager.</i> • <i>Comparative data Raiseonline, FFT, in house data, national data.</i>
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • <i>School policies: Managing allegations against staff, Confidentiality policy, Whistle blowing policy, Safeguarding policy, and Child protection policy.</i> • <i>School designated 'Child protection' person.</i> • <i>Staff report concerns around children using a concern form.</i> • <i>Annual Anti-bullying Anti-bullying week focus during Anti-bullying week.</i> • <i>E-Safety training for children and parents.</i> • <i>Involve families from protected group- multi-cultural day.</i> • <i>Provide a curriculum that aims to eliminate discrimination E.g Seal. Consult families on areas of school provision. E.g after school clubs.</i> • <i>Working to indentify children at risk of disadvantage.</i> • <i>Communication with EAL families in their own language as much as possible. Communication with families in a variety of ways.</i> • <i>Provision Maps/ IEPs if necessary</i> • <i>CPD, EG childprotection.</i> • <i>Data collection. Recruitment procedure.</i> • • •
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • <i>Display positive images, use resources that depict diversity.</i> • <i>Visits to school from people who share the protected characteristics. Celebration assembly. Celebration board.</i> • <i>Seal materials in assemblies and PSHE</i> • <i>-Good to be me</i> • <i>-My relationships</i> • <i>- Getting on and falling</i> • <i>Cluster activities, Community Cohesion Project. Links with Hardingstone School.</i> • <i>Year six pen friends from Sri Lanka.</i> • <i>School Council.</i> • •

Chacombe CEVA Primary Academy Equality Information

Protected Characteristic: Disability
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Track progress of children from protected group by Assessment manager/IEP/Statements. • Comparative data Raiseonline, FFT, in house data, national data.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Policies:- SEN Policy, Confidentiality policy, Whistle blowing policy, Safeguarding policy, Child protection policy, School Access Plan. • Sharing medical data with staff on a need to know basis. Eg Nut allergy for cooking/food tasting/lunches. School designated 'Child protection' person. • Involve parents fully with IEPs/reviews. • Staff report concerns around children using a concern form. • Annual Anti-bullying assembly during Anti-bullying week. • E-Safety training for children and parents. • Involve families from protected group. • Work with School nurse team. • Work with SALT. • Consult families on areas of school provision. E.g after school clubs. • Working with the Extended Schools co-ordinator, identify children at risk of disadvantage. • Recruitment procedure.
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use resources that depict diversity. • Visits to school from people who share the protected characteristics. E.g Steve Cunningham and Hearing dogs for the disabled. • Fully involve parents with care plans and care plan meetings. • Celebration assembly. • Celebration board. • Seal materials in assemblies and PSHE • Good to be me • My relationships • Getting on and falling out • School Council.

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Equality Information

Protected Characteristic: Sex

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?

- Online reporting of incidents.
- Track progress of boys and girls by Assessment manager/EAL manager.
- Comparative data Raiseonline, FFT, in house data, national data.
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How do we advance equality of opportunity between people who share a protected characteristic and those who do not?

- Ensure the curriculum topics are planned to appeal to both boys and girls. E.g Doctor Who.
- Plan for a variety of learning styles.
- Provide after school club opportunities open to all.
- Provide separate changing for boys and girls PE in KS2.
- Recruitment procedure.

How do we foster good relations between people who share a protected characteristic and those who do not?

- Mother's day assembly.
- Dads reading in school.
- Invitation to take part in school activities.
- Specific invitation to Dad's to join Parent Consultation Group to provide 'male' view on school.

Protected Characteristic: Gender Reassignment

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?

Not available

How do we advance equality of opportunity between people who share a protected characteristic and those who do not?

Not available

How do we foster good relations between people who share a protected characteristic and those who do not?

Not available

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Equality Information

Protected Characteristic: Pregnancy and Maternity
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Risk assessment for pregnant members of staff to ensure safety at work. • Provide facilities for those wishing to express on returning to work. A number of members of staff are working part-time after returning to work after having a child.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Policies: Flexible working. • Follow Health and Safety guidance for pregnancy. • Creche for parents wishing to attend meetings after school. • Meet with staff regularly to ensure their needs are met.
How do we foster good relations between people who share a protected characteristic and those who do not?
N/A

Protected Characteristic: Age
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Age profile of current staff.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • School policies: Redundancy Policy, Recruitment Policy. • Equal opportunities training for Governors. • Recruitment procedure.
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use resources that depict diversity. • Visits to school from people who share the protected characteristics. E.g. visitors from Chacombe Care Home to school and visa versa. Village 'Over 60s Club'. • Celebrate 'Grandparents Day'. • Seal materials in assemblies and PSHE <ul style="list-style-type: none"> -Good to be me -My relationships - Getting on and falling

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- Cluster activities, Community cohesion project.

Protected Characteristic: Religion and Belief

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?

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- Track progress of children from protective groups by Assessment manager/EAL manager.
- Comparative data Raiseonline, FFT, in house data, national data.
- Church of England school- children and families from all faiths welcome.

How do we advance equality of opportunity between people who share a protected characteristic and those who do not?

- School policies:
Confidentially policy, Whistle blowing policy, Safeguarding policy, Child protection policy.
- School designated 'Child protection' person.
- Staff report concerns around children using a concern form.
- Annual Anti-bullying assembly during Anti-bullying week.
- E-Safety training for children and parents.
- Involve families from protected groups- Eid celebration.
- Provide a curriculum that aims to eliminate discrimination.
- Consult families on areas of school provision. E.g. after school clubs.
- Working to indentify children at risk of disadvantage.
CPD, E. G child protection.
- Data collection.
- Recruitment procedure.
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How do we foster good relations between people who share a protected characteristic and those who do not?

- Display positive images, use resources that depict diversity.
- Visits to school from people who share the protected characteristics. E.g. Sikh visitor
- Celebration assembly.
- Seal materials in assemblies and PSHE
-Good to be me
-My relationships
- Getting on and falling
- Cluster activities, Community cohesion project.
- School Council.

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Protected Characteristic: Sexual Orientation
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
Recruitment procedure.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
Not available
How do we foster good relations between people who share a protected characteristic and those who do not?
Not available

Equality Analysis

Protected Characteristic	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	Evidence available	Evidence available	Evidence available
Disability	Evidence available	Evidence available	Evidence available
Sex	Evidence available	Evidence available	Evidence available
Gender reassignment	Unknown.	General inclusion strategies would apply.	Employee or family would need to declare on behalf of child.
Pregnancy and maternity	Evidence available	Evidence available	Evidence available
Age	Evidence needed.	More evidence needed.	More evidence needed.
Religion and belief	Evidence available	Evidence available	Evidence available
Sexual orientation	Unknown	General inclusion strategies	General inclusion strategies would apply.