

Equality Act Statement



EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA) 2010

Report to Governors, July 2021

1. How we eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

As a matter of course, Newcroft Primary Academy staff are reminded about the compliance and importance of the Equality Act 2010 and ensure that all work undertaken complies and promotes equality of access and participation for all.

Newcroft and Symphony Learning Trust policies which demonstrate compliance with SEA

Management and Finance Policies

Policy Name	Relevant Link*
Admissions Policy	All aspects of equality
Administration of Medicines Policy	Disability
Admissions Appeal Protocols	All aspects of equality
Accessibility Policy	All aspects of equality
Accidents, Illness and First Aid Policy	Disability
Attendance Policy	All aspects of equality
Behaviour Policy	All aspects of equality
Breakfast and After School Club Policy	All aspects of equality
Capability Procedures (teaching and non-teaching staff)	All aspects of equality
Charging and Remissions Policy	All aspects of equality
Charging for School Activities Policy	All aspects of equality
Complaints Policy	All aspects of equality
Disability Equality Scheme	Disability
Disciplinary Procedures	All aspects of equality
Equality Policy	All aspects of equality
Food Safety Policy	Disability
Gender Equality Scheme	Gender
Intimate Care Policy	All aspects of equality
Leave of Absence Policy	All aspects of equality
Management of attendance procedures	All aspects of equality
Maternity and Family Leave Policy	All aspects of equality
Recruitment and selection Policy (safer recruitment)	All aspects of equality
Safeguarding Policy	All aspects of equality
Special Educational Needs and Disabilities Policy	All aspects of equality
Work Experience and Volunteering Policy	All aspects of equality

Curriculum and Other School Policies

Policy Name	Relevant Link*
Anti-Bullying Policy	All aspects of equality
Behaviour Policy	All aspects of equality
Bereavement Policy	All aspects of equality
British Values Policy	All aspects of equality
Curriculum, Teaching and Learning Policy	All aspects of equality
English Policy	All aspects of equality
E Safety Policy	All aspects of equality
Exclusions Policy	All aspects of equality
Fire Safety Policy	Disability
Handwriting and Presentation Policy	All aspects of equality
Homework policy	All aspects of equality
Healthy Eating Policy	All aspects of equality
Hiring Policy	All aspects of equality
Looked After Children Policy	All aspects of equality
Marking and Feedback Policy	All aspects of equality
Mathematics and Calculation Policy	All aspects of equality
Newcroft Local Offer (SEN)	All aspects of equality
Relationships and Sex Education Policy	All aspects of equality
Remote Learning Policy	All aspects of equality
Science Policy	All aspects of equality
Uniform policy	All aspects of equality

*All aspects of Equality covered refers to disability, race, gender, anti-homophobic, anti-transsexual, anti-bisexual, faith, cultural.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying and our Charging for School Activities Policy outlines how financially-disadvantaged families can be assisted with payments etc.)

Below are the Gender Equality, Race, Anti-Homophobic/Transphobic/Biphobic Equality and Disability Equality Schedules for targeted work / Equality Objectives throughout Newcroft Primary Academy;

Race Equality;

Action	By	By when	Expected Outcomes
Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation.	SA, WS	Monthly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage
Continue to use RSE, PSHE and Character Education teaching and learning to reinforce school ethos of equality, tolerance and understanding of all people.	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races to reduce discrimination. RSE lessons to continue to ensure equality of opportunity is explored for all pupils.

Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop understanding and respect for all religions.	RE Leader, SLT	Termly	Ensure children continue to develop their understanding of all cultures and religions
Continue to develop links with schools from different countries / cultures and with the local community.	SA, SLT	Termly	Ensure children continue to develop their understanding of all cultures and religions.
Continue to monitor all racist incidents and to report any incidents to the governing body as necessary.	SA, CK, HW and CoG	As required	Continued good levels of racial tolerance and understanding.
To conduct pupil interviews relating to cultural awareness as necessary	SA, CK, Teachers	As required	To continue to monitor the level of cultural awareness and to consult on decisions to promote equality and eliminate discrimination.

Gender Equality;

Action	By	By when	Expected Outcomes
Continuation of tracking both genders in all aspects of their achievement and attendance	SLT and subject leaders	Termly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is equal to or above whole school percentage
Continue to use RSE, PSHE and character education to reinforce school ethos of equality, tolerance and understanding of all people	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects which are traditionally 'boy' or 'girl' related (e.g. aspects of PE) are equally accessible and promoted to both genders.	PE Leader	Termly	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor extra-curriculum participation is representative of both genders.	PE Leader, SLT	Half Yearly	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor all sexist incidents and report any incidents to the governing body as necessary.	SA, CK, HW, CoG	As required	Continued excellent levels of gender tolerance and understanding

Anti-homophobic/Transphobia/Biphobia Equality;

Action	By	By when	Expected Outcomes
Continue to use RSE, PSHE and character education to reinforce school ethos of equality, tolerance and understanding of all people	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.

Continue to monitor all Homophobic/Transphobia/Biphobia incidents and report any incidents to the governing body as necessary.	SA, CK, HW, CoG	As required	Continued excellent levels of tolerance and understanding.
Continue to be aware of any pupils who wish to discuss, explore or change their sexual orientation. Any such discussions or outcomes to be approached with care, support and sensitivity and to ensure, if relevant, that any peers of the pupil are similarly sensitive and supportive.	All teaching staff, SA, CK, HW.	As required	Ensure children continue to experience an environment where they are comfortable with their sexuality and peers are similarly supportive and tolerant of others.

Disability Equality;

Action	By	By when	Expected Outcomes
Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance.	SA, WS, SENCO	Monthly	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels.
Continue to use RSE, PSHE and character education to reinforce school ethos of equality, tolerance and understanding of all people.	RSE and PSHE Leader, SLT	Termly	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
Continue to ensure subjects (e.g. aspects of PE) are equally accessible and promoted to all regardless of any disabilities.	SLT, SENCO	As Required	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor extra-curriculum participation is representative of all abilities.	PE Leader, SLT	Half Yearly	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum.
Continue to monitor all incidents relating to persecution and report any incidents to the governing body as necessary.	SA, CK, HW, CoG	As required	Continued excellent levels of disability inclusion awareness.
Continue to ensure persons with any disability are portrayed in a positive light throughout the school.	SLT and Subject Leaders	Termly	Displays and work in school portray persons with disabilities in a positive light
Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability.	SLT, H&S Governor SENCO, Site Manager	Termly	Health and safety governor annual inspection / School survey conducted by LA
To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken as necessary.	SLT, Governing Body	As Required	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it;

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc. is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, RSE, PSHE, RE and Character Education work provides the pupils with experiences to help them develop these relationships.