

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

FINAL September 2019

Date for Next Revision – September 2023
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Appendix 2

Academy specific information

Name of academy: Silverstone CE Primary

Eliminating discrimination in our academy

We work to eliminate discrimination in the following ways:

- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Equality is always a consideration whenever senior leaders conduct 'learning walks' and observations within the curriculum.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually by reviewing the policy with all staff.
- All Senior Leaders monitor equality issues and our sports leader ensures equality for the participation of children representing our school at sporting events. Senior Leaders liaise with the governors regarding any issues.

Advancing equality of opportunity

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- Take into account physical needs of children when deciding which classroom each class will be based in.
- Consider the needs/characteristics of individuals when considering external visits and charity fund raising events.
- Consider the physical needs of staff when planning the location of small group and 1:1 interventions.

Fostering good relations

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- Invite leaders of local Methodist and Anglican Church to speak at collective worship.
- Promote and facilitate opportunities for children to plan and lead fundraising events for the local community or national charities that support local people.
- All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

Equality considerations in decision-making

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Can be afforded by all families (where voluntary contributions are requested)

Equality Objectives

Objective 1: Undertake an analysis of children attending all extra-curricular clubs with regard to gender and disability by June, and report to the AGC. Participation from all clubs shows an equal mix of boys and girls and inclusion of SEND children.

Why we have chosen this objective:

- To ensure extra-curricular clubs are aimed at both boys and girls and that SEND children are able to and want to participate

To achieve this objective we plan to:

- Analysis of club registers with regards to gender
- Ensure the clubs on offer are interesting to both boys and girls
- Ensure an equal mix of boys and girls when selecting children to participate in extra-curricular clubs

Progress we are making towards this objective:

Objective 2: Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

- As a growing school, staff recruitment will take place frequently in the coming years and those involved in the recruitment process need to understand the legal requirements of equality

To achieve this objective we plan to:

- Go through equality policy with key staff and discuss what the school needs to consider during the recruitment process.
- Identify how the current staffing structure takes into account equality.

Progress we are making towards this objective:

Appendix 3

Equality Objective 1: *Undertake an analysis of children attending all extra-curricular clubs with regard to gender and disability by June, and report to the AGC. Participation from all clubs shows an equal mix of boys and girls and inclusion of SEND children.*

Why have we chosen this objective:
To ensure extra-curricular clubs are aimed at both boys and girls and that SEND children are able to and want to participate

To achieve this we plan to:
<ul style="list-style-type: none"> • Analysis of club registers with regards to gender • Ensure the clubs on offer are interesting to both boys and girls • Ensure an equal mix of boys and girls when selecting children to participate in extra-curricular clubs

Progress we are making towards achieving this objective:

Equality Objective 2: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why have we chosen this objective:
As a growing school, staff recruitment will take place frequently in the coming years and those involved in the recruitment process need to understand the legal requirements of equality

To achieve this we plan to:
<ul style="list-style-type: none"> • Go through equality policy with key staff and discuss what the school needs to consider during the recruitment process. • Identify how the current staffing structure takes into account equality.

Progress we are making towards achieving this objective: