

Equality Information - Academy Specific

Name of academy: Blakesley CE Primary School

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. Where this has been discussed during a meeting it is recorded in the meeting minutes;
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September;
- The academy has a designated member of staff for monitoring equality issues. They regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy clubs).

Fostering Good Relations

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English / reading, pupils will be introduced to literature from a range of cultures
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute
- Working with our local community.
- an example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship, and organising academy trips and activities extending children's experience of modern Britain beyond their immediate locality.
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our school council has representatives from different year groups and is formed of pupils from a range of protected groups. All pupils are

encouraged to participate in the academy's activities, such as sports and extra-curricular clubs. We also work with parents/carers to promote knowledge, the challenge of stereotypes and understanding of difference and inclusion.

- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is accessible across the ages
- Fosters an engagement between protected groups

The academy is developing a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning academy trips and activities. The record will be completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Reviewed: January 2024