

| Protected Behaviours | Aims of the general duty | | |
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| | How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment & victimisation? | How have we engaged with the protected groups in order to advance equality of opportunity? | How do we engage with protected groups in order to foster good relations? |
| Race | Discussions and training held with the local authority Advisors on developing the cultural understanding of the children at the school – which is not ethnically diverse. Curriculum adjusted accordingly. | A range of outside agencies can be called upon should the need arise. As yet the school has not had to contact any groups. | The curriculum has a multi-cultural element built in. Care is taken to ensure that positive role models are used from all races and cultures. A range of visitors and visits are planned over an academic year. |
| Disability | Parents' Evenings and regular inclusion review meetings allow for a dialogue with the families of children with a disability. A child with complex needs has joined this year –staff have been appointed to ensure inclusion to the best of the school's ability. | The school uses local authority support and training to inform the teaching of children with specific learning difficulties & additional needs covered by the disability act: for children & staff with dyslexia or visual impairment the screen colours and photocopying are changed. The school has employed a Communication Support Worker. | Work is done in consultation with children from the protected groups to educate their peer group on the difficulties that the protected groups face and why the school puts certain measures into place, e.g. an assembly held with a school nurse to inform on feeding and tracheotomy tube. |
| Sex | Pupil performance meetings take place termly following assessment periods. This allows for staff to focus on specific areas. | Careful reference made to performance data to check for underperformance of any particular group. Positive role models from both genders in a range of fields are highlighted in the curriculum and assembly. School follows its equal opportunities policy for staff. | Any sexist language and stereotypes would be challenged and dealt with according to the school policies. The school follows its equal opportunities policy for staff. |
| Gender Reassignment | Not applicable due to the nature of the organisation. | Not applicable due to the nature of the organisation. | Not applicable due to the nature of the organisation. |
| Pregnancy & Maternity | Not applicable due to the age of the children. The school follows the local authority's guidelines for pregnancy & maternity leave. | Not applicable due to the age of the children. The school follows the local authority's guidelines for pregnancy & maternity leave. | Not applicable due to the age of the children. The school follows the local authority's guidelines for pregnancy & maternity leave. |
| Age | School follows local authority policy for staff. | Care is taken to ensure that all ages of children have equal opportunities for the activities in school where possible. | The school follows its equal opportunities policy for staff. |

Long Buckby Infant School –Equality Duty: Stage 2

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| | | The school follows its equal opportunities policy for staff. | |
| Religion & Belief | The school follows the local authority's advice and guidance on the teaching of different faiths within the school. | The three main faiths in the village: Baptist, Church of England and previously the United reformed Church deliver assemblies in the school each week. | The curriculum has a multi-cultural element built in. The RE units cover a range of different faiths. Parents of children of different faiths are consulted on the curriculum and there is a dialogue on attendance in assembly or in RE lessons. |
| Sexual Orientation | No formal consultation with the protected group as such has taken place. Parents who are covered by this aspect have discussed issues with the school as they arise. The school follows its equal opportunities policy for staff. | Homophobic language and bullying is dealt with according to the school's anti-bullying policy. Children of parents covered by this aspect are protected by the existing policies should the need arise. The school follows its equal opportunities policy for staff. | No formal consultation with the protected group as such has taken place. Parents who are covered by this aspect have discussed issues with the school as they arise. |