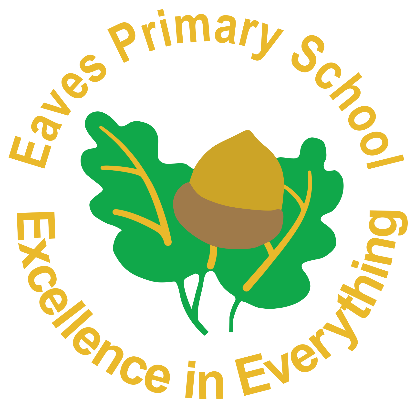
**Eaves Primary School**

*‘Excellence in Everything’*



**Equality Policy**

February 2021

|  |  |
| --- | --- |
| Status | **Statutory** |
| Responsible Governors’ Committee | **Governing Body** |
| Responsible Person | **Mrs N Kearney** |
| Review Date | **February 2023** |
| Last Amended Date | **September 2019** |

22

**INTRODUCTION**

Eaves Primary is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our school aims and ethos, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

**LEGISLATION AND DUTIES**

The following list identifies the equality legislation that affects the school.

* Human Rights Act 1998
* Education Act 2002 (Section 78)
* Education and Inspectors Act 2006 (Section 38 (1))
* Equality Act 2010
* The Equality Act 2010 (Specific Duties) Regulations 2011
* Children and Families Act 2014

**Human Rights Act 1998**

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual’s Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

**Education Act 2002 (Section 78)**

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

**Education And Inspections Act 2006 (Section 38 (1))**

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

* Promote the wellbeing of pupils at the school, and
* Promote community cohesion.

**The Children and Families Act 2014**

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will

* Contribute appropriately to the ‘local offer’ detailing relevant services available for children with disabilities and / or Special Educational Needs.
* Contribute appropriately to a pupil’s Education, Health and Care Plan.

**Equality Act 2010**

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

* Eliminate discrimination, harassment and victimisation
* Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
* Foster good relations between persons who share a protected characteristic and persons who do not share it.

Eaves Primary will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

* Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
* Ensure hate incidents and hate crime reporting is integrated within the School’s Anti Bullying Policy
* Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
* Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the School.

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to

* increase the extent to which disabled pupils can participate in the school's curriculum
* improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
* improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

In order to meet Section 10 of the Equality Act 2010 Eaves Primary will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school’s website.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

* In order to meet the Specific Duty, Eaves Primary will
* Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
* Prepare and publish equality objectives to demonstrate how the general equality duty will be met

**PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender (sex), Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race (ethnicity), Religion, Sexual orientation.

(However, age and being married or in a civil partnership do not apply to school provisions.)

**RESPONSIBILITIES**

**Governors are responsible for**:

* Ensuring that the School meets the duty of the Equality Act 2010.
* Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
* Requesting an annual report from the Head Teacher on progress against the school’s equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

**The Head Teacher is responsible for**:

* Producing, implementing and maintaining the school’s
* Equality Policy
* Publishing the School’s contribution to the “local offer”
* Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
* Ensuring that hate incidents and hate crime reporting is integrated within the School’s Complaint Process and Anti Bullying Policy
* Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
* Equality impact assessment of policies
* Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
* Curriculum Equality Audit
* Completing of the equality, accessibility and cohesion audit and action plan
* Publishing the School’s Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
* Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
* Publishing the equality objectives on the school website; reviewing them annually.
* Reviewing and revising the School’s Equality Policy every three years
* Reporting to Governors annually progress against the School’s Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
* Ensuring the School’s Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
* Ensuring the School’s Equality Policy is followed consistently by all staff and pupils
* Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes

**All staff are responsible for**:

* Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
* Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
* A consistent challenge to unwanted behaviour, including inappropriate use of language.
* Consistent application of all school policies

Staff with responsibility for areas of the curriculum, are responsible for completing Curriculum Equality Audits for each area, and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

The Head Teacher is responsible overall for dealing with reports of hate-incidents

The Head Teacher is responsible overall for Children with Special Educational Needs

**Pupils, parents, visitors and contractors** **are responsible for**:

* Ensuring they follow the equality policy and procedures
* Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
* A consistent challenge to unwanted behaviour, including inappropriate use of language

**DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION**

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

### Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

### Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

### Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

* Can be met by considerably smaller proportion of people from a particular group
* Is to the disadvantage of that group
* Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability (‘something arising in consequence of the person’s disability’), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language ‘a proportionate means of achieving a legitimate aim’).

### Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantage would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

**DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS**

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

* *School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief*
* *With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably*

**EMPLOYMENT**

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

* The number of staff in post, and
* The number of applicants for employment, training and promotion

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council’s Human Resources Section, in a format specified by the Council.

### MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

* Pupil Admission
* Pupil Exclusion
* Pupil Attainment
* The progress of pupils identified as having special educational needs
* Complaints
* Hate Incidents
* Satisfaction Surveys

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by St.Helens Council’s Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, gender, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School’s Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

**EQUALITY IMPACT ASSESSMENT (EIA)**

The school’s Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the school’s functions the Equality Impact Assessment process will cover the following areas:

* The advancement of equality of opportunity
* The elimination of unlawful discrimination, harassment and victimisation
* To foster good relations between different groups of our community
* The promotion of positive attitudes to disability
* The participation by disabled people in public life
* The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
* Improving health and wellbeing

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School’s Improvement Plan *(see Appendix 1 for template EIA)*.

*The local Authority will ensure all template policies in relation to education provision and employment have been informed by an equality impact assessment*

**CURRICULUM EQUALITY AUDIT**

The School’s curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community and examples that demonstrate “due regard” to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn’t or can/can’t do *(see Appendix 2 for template)*.

**REPORTING PROGRESS**

School Governors will monitor the School’s Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The first annual report on progress against the Equality Policy and Action Plan will be produced by July 2021

The Equality Policy and Action Plan will be reviewed at least once in the next three years.

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

**Equality, Accessibility and Cohesion Audit and Action Plan**

This audit will identify and set out how Eaves Primary will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

## How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven’t done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the ‘Evidence’ column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the ‘Tasks and priorities’ column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

**Eaves PrimarySchool Equality, Accessibility and Cohesion Audit**

Last updated: **January 2021**

| Audit Area and Questions | A | B | C | Evidence | Tasks and priorities | By Whom and Date |
| --- | --- | --- | --- | --- | --- | --- |
| **Legal compliance** | | | | | | |
| 1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan. |  |  |  | Policy updated and adopted by Governors. Policy on website. | Review annually | Head Teacher By April 2021 |
| 1. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its:   (i) Equality Policy  (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and  (iii) Equality Objectives |  |  |  | Updated audit and policy on the website | To be updated on the school website following Spring meeting. | Head Teacher By April 2021 |
| 1. Governors receive an annual report on progress against the School’s Equality Policy, Equality Objectives and Action Plan. |  |  |  | Spring Governors meetingSee minutes. |  | Head Teacher By April 2021 |
| 1. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning |  |  |  | All policies include equal opportunities section. | New curriculum statement for each subject will include equalities statement. | Subject Leaders |
| 1. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body |  |  |  | Governors have adopted all policies recommended by the LA. | Check any new policies comply. | Chair of Governors |
| 1. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken |  |  |  | Advice taken from Governor Services, HR department and other local authority advice. | Check any new policies comply. | Chair of Governors |
| The context of your school | | | | | | |
| 1. Training on the Equality Legislation is given to all members of governing body. |  |  |  | Training available through Governor Services. | Encourage to take part in training. | Equalities Governor |
| 1. Training on the Equality Legislation is given to all school staff. |  |  |  | School staff have received training and regularly share ideas of how to promote equalities in the curriculum, policies and throughout the school community. Updates in staff handbook. | Induct new staff. | Head Teacher |
| 1. The general duty of the Equality Act 2010 is embedded with the School’s “Codes of Conduct” for pupils and staff. |  |  |  | Adopt LA Code of Conduct Staff handbook. | Continue to adopt updates | Headteacher and Governors |
| 1. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement. |  |  |  | Home School Agreement | Families are encouraged to sign the Home School Agreement. | Class Teachers |
| 1. Pupils and parents are informed about the School’s Equality Policy, and their responsibilities have been made clear |  |  |  | Included in prospectus, policies and on website. | Continue to promote. | Head Teacher |
| 1. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment |  |  |  | All incidents are recorded, reported to the Head Teacher and recorded in  Part II of the minutes. | Continue with current reporting system. | All staff |
| 1. The school’s Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes |  |  |  | Anti-bullying policy | Ensure up to date policy is on the website. | PSHE lead |
| 1. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers. |  |  |  | Children with medical needs are including in all activities, both on and off site. | Entering sports events designed for the needs of pupils. Look and address the needs of individual pupils. | SENCO |
| 1. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.) |  |  |  | Paper copies are available on request. Parents have access to the website, the school app and Seesaw. | To continue to meet the needs of individual children and their families. | All Staff |
| 1. The school has published its “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs |  |  |  | See website where local offer is published. | Local Offer to be kept up to date. | SENCO |
| 1. The school contributes appropriately to Pupil Education, Health and Care Plan |  |  |  | The need for EHCPs is discussed with parents and any information required is provided. | Review EHCPs annually. | SENCO |
| 1. The school provides parents, carers and guardians of “pupils with Education, Health and Care Plan” with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS). |  |  |  | SENCOs are effective in ensuring parents have relevant information | SENCO to continue to provide the relevant information. | SENCo |
| 1. The school’s Self Evaluation Process contains judgments about how well the school promotes equality and cohesion. |  |  |  | See school self-evaluation document | Continue to review our provision. | Headteacher |
| **Monitoring and impact assessment** | | | | | | |
| 1. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability |  |  |  | Accurate records for all pupils on SIMS system.Data for staff and Governors is held centrally | Local Authority Admissions arrangements are followed. Parents provide information on the pupils if they wish to do so. | Office staff |
| 1. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs |  |  |  | School is working through completion of EIAs as policies are renewed. | Continue to work on this. | Headteacher Governing Body |
| 1. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes. |  |  |  | LA procedures are followed and return all statistical information.Recruitment procedure ensures all data is collected and returned for analysis. | Ensure we continue to follow all procedures. | Head Teacher, School Business Manager |
| 1. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning. |  |  |  | Results of monitoring are reported to the Governors, and actions taken. This informs all future policies. | Monitor impact when policies are adopted or reviewed. | Headteacher |
| 1. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP) |  |  |  | Regular IEP meetings, multi-agency meetings, SENCO meetings and Drop-Ins | Continue with current practice. | SENCO |
| 1. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes |  |  |  | Uses property services and council procurement | Continue to follow LA guidelines. | Headteacher Chair of Resources Committee |
| Sense of belonging | | | | | |  |
| 1. There is a strong sense of children’s rights and responsibilities in the school regarding equality, diversity and community cohesion |  |  |  | Children regularly report to staff things that they consider unfair.  Children are given opportunity to understand their own behaviour and resolve any issues with adult guidance.  There are opportunities for children to give their own opinions including Pupil Interviews, PATHS sessions, Junior leadership team meetings | Produce child written version of equalities policy | Headteacher  April 2021 |
| 1. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs. |  |  |  | New children are made welcome and are encouraged to share information about themselves with their class. |  |  |
| 1. The school works with parents of children with special educational needs as equal partners in their child’s education. |  |  |  | Individual meetings with parents, SEN drop-ins,  Home School books | Continue with this and meet the needs of any individuals that arise. | SENCO  All staff |
| Teaching learning and curriculum | | | | | |  |
| 1. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics |  |  |  | This is the case in the curriculum and in all aspects of school life. |  | Senior Leadership Team  Governors (subject links) |
| 1. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. *Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance* |  |  |  | Where reasonably possible, adaptations have been made to the building.  Sports competitions to meet the needs of individuals. | Meet the needs of individuals. | SENCO  Governing Body |
| 1. The school responds to individual needs at all levels through appropriate differentiation of the curriculum. |  |  |  | The curriculum is differentiated and individual programs are delivered e.g. Speech & Language, Occupational Therapy, Therapists and the Behaviour Improvement Team. | Continue to meet the needs of our SEND pupils. | All staff  Headteacher  SENCO |
| 1. The school implements appropriate group and individual intervention programmes to address learning difficulties. |  |  |  | Individual programs are delivered e.g. Speech & Language, Occupational Therapy, Therapists and the Behaviour Improvement Team.  Bespoke programmes to meet individual needs and staff are trained in a range of interventions. | To continue identify and meet need. | All staff  SENCO  Headteacher |
| 1. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly. |  |  |  | Children who have moved to our school settle very well, they are welcomed by all staff and children.  Children moving on managed moves are well supported. | To continue to support new children to our school. | All staff  SENCO  Headteacher |
| 1. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children |  |  |  | Have used the Local Authority for the EAL support over the past few years. | Continue to do this. | Chair of Resources Committee  SENCO |
| 1. Governors are able to identify examples of reasonable adjustments made at the school |  |  |  | Governors are aware of all the adaptations to the building and provision made for curriculum adjustments. See minutes of Finance, Resources and Governors meetings. | Review annually | Chair of Governors |
| 1. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated |  |  |  |  |  | Chair of Governors |
| 1. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been |  |  |  | Pupil data tracking and identification of underperforming groups from pupil progress meetings is shared with the Governors. | To continue to provide information. | Chair of Governors  Headteacher |
| 1. The school is confident that where possible, excluded or self-excluded pupils are successfully re-integrated |  |  |  | We have successfully integrated pupils on managed transfers and children with extremely challenging behaviours. | To continue to support our children. | Headteacher |
| 1. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful |  |  |  | Reporting policies are in place at class level, Head Teacher level and in Governors Part II. | Follow the policies. | Headteacher |
| 1. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body |  |  |  | As above. All incidents are fully investigated and appropriate action is taken including explaining the issues to the children and follow up circle time when necessary. Class logs are used to monitor low level incidents and the bully busters report any issues to staff. | New behaviour sheets introduced to collect the information. | Behaviour lead (SL) |
| Equity and Extended Services |  |  |  |  |  |  |
| 1. The school’s Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils’ learning and well being |  |  |  | See self-evaluation document  Surveys  Learn in class comments |  | Headteacher |
| 1. The governors know of the impact of:  * Partnership arrangements with other schools * International links * Use of shared facilities * Opportunities for intercultural activities |  |  |  | Head Teacher’s report to the Governors includes information about the school’s work with the network, School’s Direct Programme, | Continue with reports | Headteacher |
| 1. The governors know how funds such asPupil Premium have benefited children. |  |  |  | Pupil premium report | Ensure updated annually. | Pupil Premium Lead,  Governing Body |
| 1. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management |  |  |  | See Head Teacher Appraisal. |  | Appraisal Objective Governors |

### Appendix 1

### Title of Policy, Decision, Practice or Programme:

### Department:

### Responsible Officer:

### Date Completed:

**Date Review Required:**

### 1. Aims: Please identify the main aims of the policy, decision or function?

|  |
| --- |
| All policies |

### 2. Impact upon different people with different protected characteristics: It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

### For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.)

## The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

1. **All learners are of equal value**

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

1. **Relevant differences should be recognised**

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

1. **Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

1. **Positive attitudes and relationships should be fostered**

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

1. **Society as a whole should benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

1. **Current inequalities and barriers should be addressed and reduced**

In addition to mitigating, avoiding or minimising possible negative impacts, polices and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

1. **Policy development should involve widespread consultation**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

***Examples of possible impacts, please note this is not an exhaustive list:***

**General Issues Include**

* 1. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
  2. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
  3. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
  4. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
  5. Monitoring via consultation, complaints, satisfaction and service access or membership.
  6. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

**Staffing Proposals:** It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

## Children and Families, Carers and Lone Parents Issues Include

1. Flexibility in service delivery and employment for parents and people with caring responsibilities.
2. Child friendly arrangements in service delivery and employment.
3. Supporting children that are carers.

## Sexual Orientation Issues Include

* 1. Civil Partners – having the same rules, benefits or requirements as married couples.
  2. Discrimination by association – children who have same sex parents, carers or relatives.

## Disability Issues Include

1. Promote positive attitudes towards disabled people.
2. Encourage participation by disabled people in public life.
3. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
4. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

### Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

### ‘Issue’ Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

### ‘How will this be taken into account?’ Column evidence of how each issue is taken into account.

### ‘Action’ Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

| Equality Group | Issue | How will this be taken into account? | Action | Date to be actioned by |
| --- | --- | --- | --- | --- |
| Disability, SEND and Carers | Access to inclusive education for pupils with autism  Access to curriculum for children with dyslexia  Positive images and stories of children with disabilities.  Young Carers  Hate Crime-disablism | Children with autism have full access to an appropriate curriculum and to extra curricula activities.  Suitable resources and time allowances given.  Consider how we can further promote positive images of a variety of different groups  Identify and consider the needs of young carers in school. Member of staff as a champion  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE and PATHs curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. | Follow advice from LASC team and other professionals. Put in place strategies needed.  Make suitable adaptations for individuals and groups.  Access arrangements for national tests considered.  Training for staff  Assessments for children with dyslexia.  Advice acted upon.  Resources provided when required.  Access arrangements for national tests considered.  Include people in minority groups who inspire us whenever possible.  Positive images of those with disabilities.  Appoint a member of staff as a champion  Consider the Young Carers’ Charter  Ensure everyone understands the need to report any issues following school procedures. | On-going programme regularly reviewed by SENCOs  As part of termly IEP review, by  class teacher monitored by SENCO  Class teachers, on going.  Subject leaders when ordering resources  Safeguarding Group  SLT, teachers planning |
| Gender (Sex) | Children not feeling free to be themselves.    Discrimination of particular family grouping.  Hate crime-homophobia, transphobia, religious bigotry. | Ensure topics and events in school are equally appealing to all. Children given the opportunity to explore all activities and encouraged to try new things.  Monitoring of engagement with topics and out of school activities.  Provide positive role models for all. Challenge stereotypes  Use families chosen titles for parents and carers. Schools definition of family is based on our school as a family so therefore children experience the idea of families having lots of diverse forms and they are all treated equally.  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE and PATHs curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. | Topics and activities changed if found to be unappealing to a particular group.  Audit reading books for variety and positive images.  Ensure everyone understands the need to report any issues following school procedures. | Ongoing  English subject leader |
| Age | Senior citizens live around the school.  Discrimination due to age in employment | Continue to promote good relationships. Respect is one of our school values.   * Carol Singing in local care homes   No age restrictions on employment.  No ages on application forms. Employees can work beyond pensionable age. | Continue with current procedures. | On going |
| Human Rights | Understanding of their rights and responsibilities  Respecting the rights of others | Children encouraged to produce their own class rules to ensure they respect each other.  Encourage children to speak up for themselves, questionnaires, school council other opportunities for pupil voice | General life of the school activities.  PHSE and PATHs lessons |  |
| Gender Reassignment | All pupils and staff have the same rules and benefits or requirements as others.  Member of staff wishing to reassign gender.  Toilets and changing areas  Hate crime-transphobia | Children are allowed to develop as individuals and have access to all activities in school.  School open to discussions with parents (and children) around any specific, individual needs they may have.  The school family ethos supports the celebration of events in each other’s lives with the offering of mutual help and support.  Staff toilets are used by all staff. We have 2 gender neutral toilets.  Children’s toilets in FS2 are gender neutral but not further up the school; this maybe considered in the future.  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE and PATHs curriculum enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. | On-going monitoring  Monitor in the future.  Ensure everyone understands the need to report any issues following school procedures. | On going |
| Race (Ethnicity) | Positive images and stories of children from different races | Consider how we can further promote positive images of a variety of different groups  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE curriculum enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. |  | On going |
| Marriage and Civil Partnership | Positive images and stories of children with different sorts of families | Consider how we can further promote positive images of a variety of different groups |  | On going |
| Pregnancy and maternity  And adoption | Ensure that staff are not treated unfavourably and that correct adjustments are made to support staff during these times including adoption. | Human resources advice taken and acted upon.  The school family ethos supports the celebration of events in each other’s lives with the offering of mutual help and support. | Discussion with staff members to discuss their needs as required. | As required |
| Religion or Belief | Promote positive relationships and attitudes for all in school.  Ensure that children are educated about other religions and beliefs in an area where they do not always meet people in their everyday lives.  Hate crime - religious bigotry. | Children, parents and visitors see the positive images of groups around school and equality is celebrated.  Opportunities are maximised to meet with faith groups and understand different beliefs but also celebrate similarities.  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE and PATHs curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. | Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.  New RE policy implemented and staff knowledge increased through training materials on the website. | On going |
| Sexual Orientation | The inclusion of same sex couples in our maternity/adoption policies  Hate crime-homophobia | Human resources advice taken and acted upon.  The school family ethos supports the celebration of events in each other’s lives with the offering of mutual help and support.  Hate crime is recorded and dealt with in school. Our school values promote inclusion, tolerance and acceptance of everyone as an individual. Our PSHE and PATHs curriculums enables children to discuss issues and celebrate difference. When new issues arise that the children have not met before they are used as an opportunity for discussion and new learning. | Use inclusive language when speaking to children about their families. Have an open attitude towards events such as Mother’s Day. | On going |
| Community Cohesion | Ensuring all children and parents feel part of the school and are valued | Positive images of different groups | Adjustments and considerations of individuals and their needs. | On going |
| All Groups | Staff Communication  Staff Social Events/social media etc. | Right of all staff to have access to school events and for people not to feel excluded or isolated by omission. | Change policies if required, to make sure that all staff are aware of the need to be inclusive and sensitive to the needs of all when planning events. |  |

**3. Publishing the results of the assessment:**

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

**Appendix 2**

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| Curriculum Equality Audit for Schools |

### Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

### 

### There is equality of opportunity to access the curriculum through teaching and learning

### That they are inclusive in the language and representation used

### Promote inclusion and physical activity for disabled pupils

### Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)

### Promote community cohesion and a positive image of a diverse community

### This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

### This is not an exhaustive list

| Enabling the learner to: | How is (or could) this taken into account | Actions | By Whom and Date |
| --- | --- | --- | --- |
| 1. Appreciate the needs of others, insight into the lives of people from different backgrounds. | This is taught through story, our school values and assemblies also through the Geography curriculum | Continue to promote school values through all our curriculum. | Whole Staff led by subject leaders |
| 1. Respect different points of view, recognising and respecting different viewpoints. | This is taught throughout the curriculum. Talk partners and group collaborative activities are widely used to facilitate discussion.  Respect is one of our core values. | Promote in assemblies and in our resources. | Head Teacher  Teachers |
| 1. Experience and celebrate cultural diversity | Celebrations of special days and times e.g. Chinese New Year; Spanish Day; International Day. | Organise Spanish and International Day | MFL lead |
| 1. Recognise commonalities shared by people from diverse and different backgrounds | This is part of our school value – Respect. It is taught across the curriculum especially in RE; PSHE and covered in assemblies. | Continue to point out commonalities especially as we look at the new RE curriculum. | RE lead |
| 1. Appreciate culture in St.Helens. | We take part in many cultural events in our town including Arts Offer and music events. Our history and geography curriculums have an emphasis on local study and we try and have as many local trips as we can. | Headteacher is currently working with SACRE to develop a local faith trail to enhance RE in the town. | Head teacher |
| 1. Recognise and challenge abuses, discrimination and injustice. | All staff vigilant  PSHE and new RE curriculum | Look at our reading resources. | English lead |

| Using the teaching programme to promote | How is (or could) this taken into account | Actions |  |
| --- | --- | --- | --- |
| 1. Accessible lessons: information, signage, class times, school trips, course work examples, etc | All lessons are accessible and discussions with parents enable effective provision for school trips. Staff have undertaken medical training if needed to cater for some children’s needs. In certain cases alternatives can be arranged if a special activity would cause a child too much anxiety. Provision is made for pupils needing to do homework in school and for those who need use of the internet. Homework is differentiated. | Continue to make provisions for children’s needs and make individual decisions when needed. | SENCOs  Class Teachers |
| 1. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry | All incidents are reported and recorded to Headteacher and Governors. | Continue with current procedures. | All staff |
| 1. The appropriate use of translation and interpretation. | We have used the internet to translate items when needed and a service is available through the local authority if required.  Staff have an understanding of those parents/carers who struggle to read and understand documents and assist with this sensitively. | Continue to be aware and meet needs as they arise. | Office Staff |
| 1. Positive images of a diverse community: locally, regionally, nationally and internationally. | Continue to promote positive role models from all types of backgrounds. Use literature for discussions around sensitive issues and to encourage empathy with the children. | Audit reading material for promotion of diversity.  Children to work on their own policy. | English lead |
| 1. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany) |  |  |  |
| 1. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn’t or can and can’t do. | The PSHE and RE curriculum give opportunities for this to be discussed and explained to children. There are many other places that it can fit into the curriculum and choices in subjects such as history are selected to ensure diversity, challenge and the maximisation of opportunities for promotion of our school values. | Continue to look for opportunities to challenge any sort of prejudice and consider where this may have been the case in the past. | Whole Staff |
| 1. An awareness of the support needs for children that are carers | School has a member of staff to champion the needs of carers.  Referring children to organisations to recognise their caring role.  School is signed up to the St Helens carers charter. |  | Carer’s Champion |
| 1. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples | Whenever appropriate, families are presented in different ways. Civil partners, single parents, same sex parents foster and adoptive parents are all valued in our school. | Continue to celebrate the diverse make up of our parent group. | All Staff |
| 1. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives | Children with same sex parents/carers are treated the same way as everyone else and adults model appropriate relationship language.  Texts are often chosen to promote positive images and if there was any discrimination it would be dealt with immediately. | Continue to recognise that all school families (children, staff and Governors) are different and diverse and all are respected and valued. | All Staff |
| 1. Positive images and a positive attitudes towards disabled people | Choose role models that have overcome disabilities e.g. athletes, swimmers, TV presenters, entertainers, people in the community.  Stories that challenge stereotypes are used. | Continue to seek out positive role models. | All Staff |