

# Mayfield CE Primary School



## Equality Policy and Objectives

March 2017

Information will be updated annually.

Objectives will be published at least once every 4 years.

Governors signature: ..... Date .....



# Contents

	Page
<b>Section 1</b>	
<b>Introduction</b>	3
2.1 Background and legislative drivers	
2.2 Specific Duties	
<b>Section 2</b>	6
<b>Equality policy</b>	
Why we have a single equality policy and action plan?	
Our school within the wider context	
Overall aims	
Our approach	
Our vision statement	
Duties, roles and responsibilities within our school community	
How we developed our policy: participation and Involvement	
How we developed our policy - using Information	
Commissioned Services – buying in services	
Our staff	
Responding to hate or prejudice-based incidents and bullying	
Implementation, monitoring and reviewing	

Equality objectives

**Section 3**      **Equality policy objectives:**      **18**

**Appendices**

- A**      **Key legislation**
- B**      **Process chart for the development and review of Equality Policy and objectives**
- C**      **Primary School Council Equality and Diversity Session**

## Section 1

### Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation. Schools are required to publish information showing how they are meeting the Equality duty and publish their equality objectives. In this way, they are encouraged to *make transparent* their actions and plans in relation to equality.

#### The purpose of this document is to:

- Provide a practical tool which will support schools in producing a single, coherent and meaningful Equality Policy and set of objectives which can be published to fulfil the Equality Act specific duties.

The Equality Policy could be cross-referenced within the School Improvement Plan (SIP) and linked to the accessibility strategy and the school's preventing extremism and radicalisation safeguarding policy. Specific actions may also be included in a range of other documents.

### 2.1 Background and legislative drivers

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite more than 40 years of equality legislation. In East Sussex we know that some groups of children do less well than their peers in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

The Equality Act of 2010 harmonised and streamlined legislation that came before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and academies.

This combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

Having **due regard** means consciously thinking about the three aims of the Equality Duty as outlined above i.e:

- Leaders at Mayfield CE Primary School are aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Leaders at Mayfield CE Primary School consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they keep it under review on a continuing basis.
- The equality duty is integrated into the carrying out of the school’s functions, and the duty is carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics
- meet the needs of people with protected characteristics, and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

**Fostering good relations** involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

## **2.2 Specific Duties**

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the Public sector Equality Duty (PSED).

Mayfield CE Primary ensures that the following Specific Duties requirements are in place:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years (one or more as is proportionate to the organisation).

All information must be published in a way that is accessible to the public.

Mayfield CE Primary School updates the information at least annually and publishes objectives at least once every four years. As the school has less than 150 employees, data about employees will not need to be published.

### **Guidance for Schools**

The Equality and Human Rights Commission (EHRC) and the government departments have produced a number of guides to help public bodies including schools to understand their duties in relation to the Act and they can be downloaded from their websites.

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

## Section 2

### Mayfield CE Primary School

March 2020

## Equality Policy

### Why we have developed this Equality Policy

This Equality Policy for Mayfield CE Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children.

### Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.



Mayfield CE Primary School is in an area of the country which is predominately affluent and white British. Our school attracts lower than national numbers of children eligible for pupil premium and we have lower numbers of children who have English as an additional language. The majority of our children are of the Christian faith or no faith. Our numbers of children with SEND are also lower than those found nationally.

### **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

The themes are reflected in our Equality Objectives.

### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **Our vision statement about equality**

Mayfield CE Primary School seeks to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning. We aim to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school vision statement (see below) makes reference to the importance of respecting others and fostering an environment where everyone matters. As a Christian school we welcome families from all faiths and no faith and we are committed to providing equal access to resources and expertise for all children.

*At Mayfield CofE Primary School, our aims are guided by our Christian values. This means that children are at the centre of everything we do. We work in close partnership with parents, carers and the wider community to make sure that our children respect themselves, others and the world in which they live. We want our school to be an inspiring, safe, caring and fun environment where everybody matters: children are happy to learn, challenge themselves and do their very best. Through excellent teaching and care, we will support and prepare our children so that they achieve their potential and are ready for their future lives. Guided by our Christian focus, we will give our children wings to soar.*

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- preparation for entry to the school
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employee and staff welfare
- the involvement of a broad and diverse range of children and their parents and partner agencies
- school policies

### **The roles and responsibilities within our school community**

Our Executive Headteacher/Head of School will:

- ensure that staff, parents/carers, pupils, visitors and contractors are engaged in the development of and review of the Equality Policy

- oversee the effective implementation of the policy including communicating with staff, parents/carers, pupils, visitors and contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Board at least annually on the effectiveness of the policy and publish this information
- ensure that school leaders are kept up to date with any development affecting the policy or actions arising from it

Our governing board will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the executive headteacher/head of school in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our school leaders will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our school staff will:

- be involved in the development and review of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school responsibility and support the Equality Policy
- make known any queries or training requirements

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Policy where required
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy.

### **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our pupils, via our school council, were fully involved in refreshing the vision for our school.
- Our staff were consulted on this policy and asked to contribute their views on its content.
- Our school governors were consulted on this policy and asked to contribute their views on its content.

- Parents can access the Equality Policy through the school website. Upon annual review, parents are invited to share their views.
- Minority, marginalised and potentially vulnerable groups are supported to access the policy via hard copies and verbal explanation. Where any other need arises, the school will facilitate this, including partners in the community.

### **How we developed our Policy - Using information**

We have used data and other information about our school, the engagement activities we undertook as outlined above told us:

What did the engagement with staff, governors, parents/carers, students, vulnerable groups, community groups tell you?

We know our school well because we regularly collect information in a variety of ways and other people help us to do this. Government school data, governor dashboard data, FSM and LAC data and LA census data were used to develop our understanding of our school community.

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing pupils to respect others and contribute to wider society and life in Britain. Our latest OFSTED Report (September 2020) stated:

*Pupils and staff offer a very warm welcome at this school. Pupils are friendly and happy. Those who are new to the school make friends and settle in quickly. One parent reflected the views of many when they said that the school is a 'kind, nurturing and safe space.*

*Leaders enrich the school's curriculum with opportunities that support pupils' personal development. Leaders fully include all pupils with SEND and those who are disadvantaged.*

We record all incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender and respond swiftly and in accordance with our Behaviour Policy. These are reported to the full governing board 3x annually. Children are supported in managing incidents through nurture provision.

We also value more qualitative information which may be given to us through pupil voice mechanisms, less formally or even anonymously. We survey our children and parents annually to gain their views on a variety of topics which inform our policy and planning.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. We link with the Behaviour & Attendance Service, health partners, Sussex Police, English as an Additional Language and the Gypsy Roma Traveller Team.

We have established strong links with our local and our wider community and we welcome them into our school. By listening to those within our community, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. We have close relationships with our Federated schools, local schools (primary and secondary) and our closest local independent school.

### **Commissioned services (buying in services)**

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our Equality Policy and we require similar compliance by any sub-contractors.

## Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, midday supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we 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.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made (unless the questions are specifically related to an intrinsic function of the work) or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff as well as taking seriously and acting on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

An example of how we adapted our approach to ensure we always offer an inclusive environment is the purchase of a specialist portable chair which enabled a disabled child to attend woodland days alongside his peers. Our environment has a disabled toilet and changing facilities and there are ramps for access to the building where required.

Our staff team have undertaken training to help them understand their equality duties and the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development



## **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practice a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying using CPOMS. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children and communities.

For all incidents of hate or prejudice we refer firstly to our behaviour policy and our anti bullying policy. These policies comprehensively guide us and enable us to take a measured and fair approach. We would always seek to invite parents in to discuss any concerns and are required to report any incidents to the Local Authority in addition to completing our in house recording form.

## **Implementation, monitoring and reviewing**

This policy was published in March 2020. It will be actively promoted and disseminated through our school website.

Implementation, monitoring and review are the responsibility of our School Leaders and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data analysis whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Our school community will be alerted via our newsletter when this policy needs reviewing and they will be invited to contribute to this should they so wish.

### **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

## Section 3

### EQUALITY OBJECTIVES: 2017 - 2021

**Identify objectives that are proportionate and support your School Improvement Plan**

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Progress:
Advance equality of opportunity	Other	To improve the attainment of SEND pupils and those eligible for free school meals	Improved attainment, gap closed between SEND children and those eligible for free school meals and those that are not eligible.	Children eligible for free school meals  SEND Pupils	Collate and analyse data relating to attainment by target group  Refer to SIP for specific actions relating to this objective.  Termly pupil progress meetings and data collection 3x a year	Senior Leaders  Teachers/TAs  SENDCO	March 2020  Ongoing	
All aims of duty	All protected characteristics	To increase pupils, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For all pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Develop the PSHE curriculum in line with the RSHE statutory requirements Sept 2020	School Leaders Governors	Dec 2019 - September 2020	
All aims of duty	All protected characteristics	To increase participation of	Increase the diversity of pupils involved in the	Minority, Marginalised and	Identify underrepresented groups on the school council.	School Leaders Maria Smith	Spring Term	

		pupils from minority, marginalised or vulnerable backgrounds in school life	decision making processes of the school	vulnerable pupils	Set up group of pupils to develop actions which better involve the target group	(PSHE Lead)	2020	
Eliminate unlawful discrimination, harassment & victimisation  Equality of Opportunity	All protected characteristics	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of the applicants and staff	Identification of equalities training needs in relation to protected characteristics  Improved data collection and analysis on staffing issues  Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Ensure alignment with LA guidance  Improved data collection  Staff meeting on the importance of monitoring equality	School Leaders	March 2020 to Sept 2020	
Eliminate unlawful discrimination, harassment & victimisation	Sexual orientation/ race/gender identity/ disability/ religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils feel safer and are confident that incidents are dealt with.  Increased staff confidence.  Accurate reporting on CPOMS.	Whole school	To annually review and update existing policies and practice relating to behaviour and bullying.  CPT for staff to develop skills in identifying and challenging discrimination and teaching the new PSHE curriculum.  Support children to understand the term discrimination and to encourage speaking out about discrimination (Anti-bullying Week focus)	School Leaders PSHE Lead	Annually  Summer 2020  November 2020	

Eliminate unlawful discrimination, harassment & victimisation  Fostering good relationships	Sexual orientation	To ensure LGBTU Pupils are accepted and homophobia, transphobia and biphobia is challenged	Increase staff confidence in dealing with and reporting rates of LGBT bullying.  Rates of LGBT bullying and use of homophobic language decreases.	Whole school and specifically LGBTU	Utilise 'All of Us' and Stonewall resources in PSHE and new RSHE framework.	PSHE Lead	From Sept. 2020	
Advance equality of opportunities	Sexual orientation/ Racial/gender identity/ Disability/ religion or belief	To ensure that all girls are equally involved in opportunities such as physical activity, science, technology and maths	Improved participation of girls in targeted activities	Girls	Monitor attendance of girls at out of school hours sports clubs.  Collect pupil voice from girls to understand barriers to participation.	Subject Leaders	Ongoing	
Advance equality of opportunities	Disability/All	To increase social and emotional skills for pupils with social, emotional and mental health needs	Improved ability by pupils to deal with difficult situations.  Less incidents in the playground.	Pupils with social, emotional and mental health needs.	Pupils identified for nurture provision  SENDCo supports TAs, teachers and parents of pupils identified as requiring support	PSHE Subject Leader  SENDCo	Ongoing	
Advance equality of opportunities	Sexual orientation/ Racial/gender identity/ Disability/ religion or belief	To provide contextualised opportunities for boys in KS2 to improve their writing skills	Boys are encouraged to write for pleasure because they can see a reason for the activity.	Boys	Once a writing skill is taught provide contextualised opportunity for practising the skill. E.G reporting on a football match English Lead to set up a Boys Writing Club Seek boys' pupil voice	Literacy Lead  Class Teachers	Ongoing	

Fostering good relations	All	To promote good relations between people from different backgrounds	Improve children's understanding of life in modern Britain	All children	<p>Ensure the principles that underpin the understanding of life in modern Britain are embedded in our curriculum</p> <p>Set up school linking with another East Sussex school in a different geographical location and population make-up</p> <p>Integral part of PSHE/RSHE curriculum</p> <p>Invite in representatives from protected equality groups to meet with children</p>	School Leaders PSHE/RSHE Lead	March 2020 Ongoing	
Advance equality of opportunity	Disability	To better understand the needs of disabled and SEND (particularly children with autism) parents/carers within our school community	Improved access and communication with disabled/SEND parents/carers	Disabled/SEND parents	<p>To utilise outside agencies e.g. CLASS</p> <p>Whole school training e.g. Attachment disorder and autism</p> <p>Development of sensory circuits, sensory room and specialised classroom resources</p>	School Leaders SENDCo Parents/carers Teachers and support staff	March 2020 Ongoing	
Advance equality of opportunity	Sex	To promote opportunities for children to learn more about career opportunities	Positive changes in options around work experience and further education	All pupils	<p>RSHE school curriculum</p> <p>Aspirational visitors and assemblies</p> <p>Aspirations Week</p>	School Leaders Parents/carers Teachers and support staff	March 2020	

		which challenge gender stereotyping			Emersion of positive role models throughout curriculum when applicable	Local Community/Links out of local community		
Advance equality of opportunity	Race	To improve the achievement of GRT pupils	Improved attendance and attainment by this group  Home, school relationships strengthened and effective communication	Gypsy, Roma traveller children	Collate and analyse data relating to attainment and attendance by target group  Working with (ESBAS) and Traveller Education Team to identify strategies to improve attainment and attendance of this group.	School Leaders  Parents/carers  Teachers and support staff  ESBAS and Traveller Education Team	Sept 2020	
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All pupils	Work in close association with MAYFACS and continue with local events between children and older members of the community for example MAYFACS Christmas lunch and chess club.	School Leaders  Parents/carers  Teachers and support staff MAYFACs Lead	Sept 2019	

## Appendix A: Key legislation

### Equality Act 2010

#### Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>



<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

## **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people.

## **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

## **Community Cohesion – Education and Inspection Act 2006**

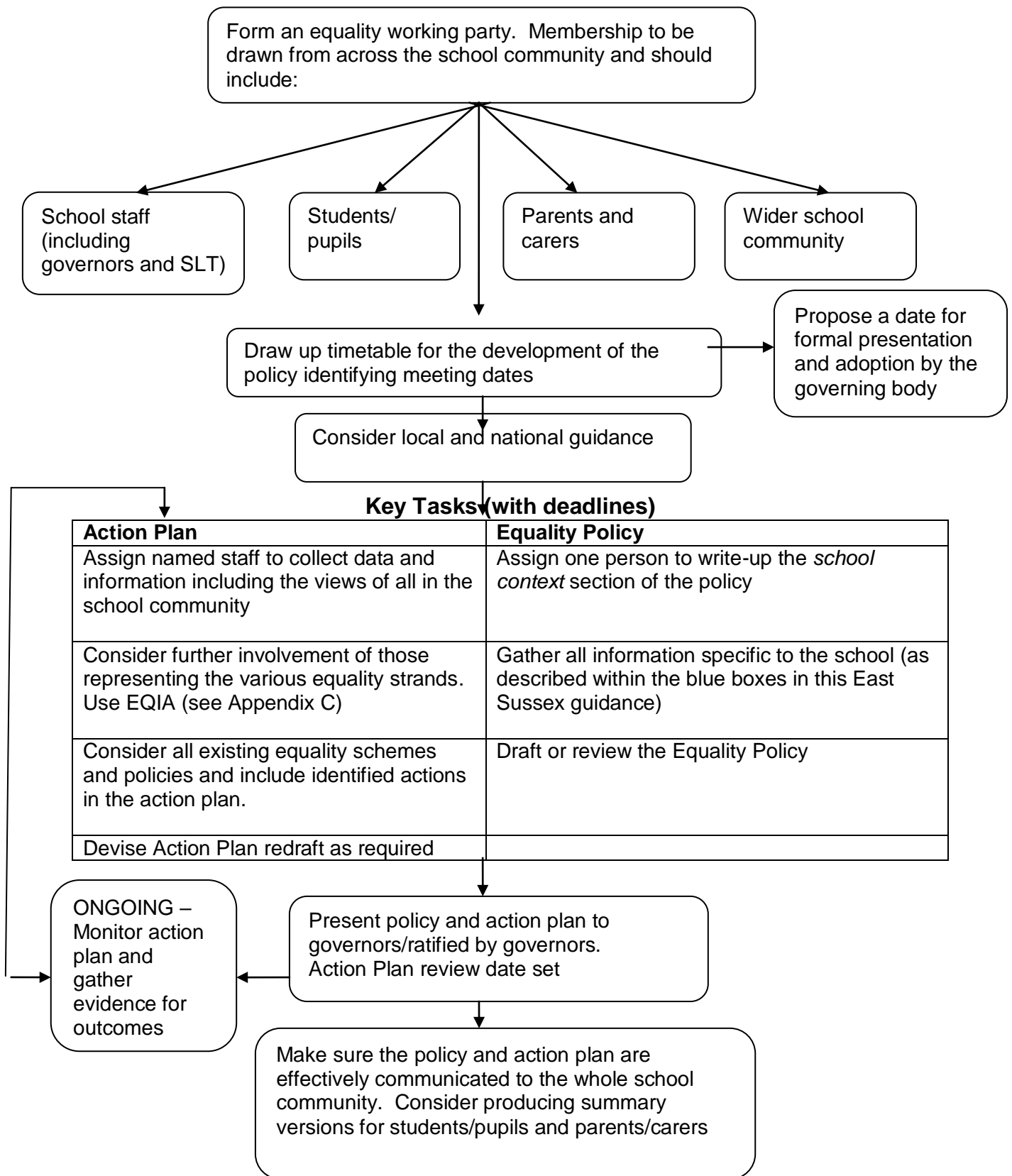
### **General duty**

- To promote community cohesion

### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

## Appendix B: Process chart for the development and review of Equality Policy and action plan



## **Appendix C: Equality Impact Assessments (EQIA)**

A suggested approach for carrying out Equality Impact Assessments in schools.

### **What is an Equality Impact Assessment?**

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

### **Key questions:**

What are the aims of the policy, practice or project?

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how?

What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

A template for Equality Impact assessments can be found on Czone.