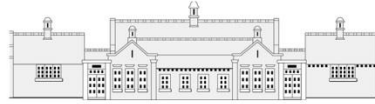


Sir John Barrow School



'Succeeding Enjoying Belonging'

Sir John Barrow School

EQUALITY POLICY & SINGLE EQUALITY SCHEME

2015 – 2018

Approved by¹: Inclusion Committee

Date: 22 February 2016

Review Date²: February 2017

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document and the Equality Objectives should be reviewed every 4 years and information demonstrating how we are meeting the aims of the public sector equality duty should be published annually.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	June 2012
Version 3	Reformatted only	February 2014
School Version 1	Original	
School Version 2	Review	February 2015
School Version 3	Review, added: 'Socio-economically disadvantaged' to Appendix C, Equality Impact Assessment, point 1.4	February 2016

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EQUALITY POLICY STATEMENT

At Sir John Barrow School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sir John Barrow School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

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

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Governing Body annually.

Signed: _____ (Head teacher) Date: _____

Signed: _____ (Chair of Govs) Date: _____

PART 1- SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- To articulate this school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

2. Purpose of the Equality Scheme

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan (See Appendix B)
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. (See Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

The Objectives and action plan replace the school's Disability Accessibility Plan (previously required under the planning duties in the Disability Discrimination Act) as it sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Governors, staff and others in the community.

This action plan is understood and implemented by all staff and is available on the school website/on request. It will be made available in different formats and in different languages on request to the school office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body will:

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish that the action plans arising from the Scheme are part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the Scheme every three years;
- evaluate the objectives and action plan yearly.

The Head teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the SLT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of racism in accordance with the Equality Act and LA guidance;

- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc..

All Staff: teaching and non-teaching and Other Adults involved with our School will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within our school promotes understanding and supports pupils who are experiencing discrimination.

5. School Aims Statements

Staffing and Employment

Sir John Barrow School complies fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- 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;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the

application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;

- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Pupils' Attainment and Progress

Sir John Barrow School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

Pupil Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;

- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that pupils who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Management Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils who are pregnant or who have recently given birth
 - pupils who are undergoing gender reassignment
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are looked after by the Local Authority
 - pupils who at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;

- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (web sites and the VLE) to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

Behaviour and Attendance

Sir John Barrow School expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy.

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. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- 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, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cumbria LA policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;

- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

Partnership with Pupils, Parents, Carers and the Wider Community

Sir John Barrow School have established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Sir John Barrow School have a clear admissions policy and procedures which are in line with those issued by Cumbria LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;

- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the LA
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Gender Equality

Sir John Barrow School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

PART 2

Sir John Barrow School – Single Equality Scheme Objectives

1. Our School Profile

Example school profile:

Sir John Barrow School is a community primary school at the heart of its local community in the small market town of Ulverston. The school prides itself on its inclusive ethos and a longstanding culture of committed care for the welfare and wellbeing of all pupils. This is reflected in the mission statement:

Succeeding, **E**njoying, **B**elonging

In the last three years the school has prioritised raising standards and expectations for all pupils, within the firm foundations of well-established care and support. Consequently, there is an upward trend in improvement.

The school holds the International Schools Award (Intermediate); Healthy Schools Award, LA inclusion Chartermark and the Artsmark. Learning opportunities through Forest School activities are also being introduced throughout the school. One member of staff is now Level 3 Forest School trained and another is currently undertaking the training.

The school serves a diverse socio-economic community. It is close to an area of considerable disadvantage including one of the most deprived wards in Cumbria where a significant number of the children live. There are also a number of professional and middle income families from a range of private housing across the town.

The number on roll is currently 255 full-time pupils and 29 pupils part-time in the nursery. The number on roll is likely to decrease slightly in the next 18 months due to two form entry into year 5 and 6 reducing to one. However numbers in other classes are increasing. There is an approximate even ratio of boys and girls.

The proportion of children eligible for FSM is approximately 24% which is in line with the national average. There are two Looked After Children, in Y1 and Y3. The vast majority of the pupils come from White British households. The percentage of children from minority ethnic groups or with EAL is historically low. It currently includes one child with Polish, two with Chinese and one with Malayalam as their home language. In addition two children live with a French speaking parent and one with a German speaking parent, although their main language is English.

A strong feature of the school is the support from its parents/carers and the local community, where it is very well-regarded. Attainment on entry to the nursery is well-below age related expectations, especially in PSED and CLLD. Attainment on exit is overall in line or above national expectation.

The school has a full time nursery. There is a natural increase in intake in the Spring and Summer terms. The school also provides a breakfast club and wrap around care until 6pm, dependent upon demand. Most of our nursery children enter the school reception class. School staff visit homes before children enter nursery or reception, in addition to pre start visits. This allows children to settle into the school environment and allows the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships prior to the start of the new school year.

There are currently 44 children on the SEN register, 7 children have statements. The school has a full time SENCo/family support manager. This is a strategic deployment to ensure all children's needs are met and to close the attainment gap. The school benefits from having 1 full-time HLTA, 2 part time HLTAs and 14 part-time STAs who provide a wide range of intervention and support. There is a strong team spirit which includes the willingness to adapt and change to meet the needs of all pupils.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school.

The school has a number of children with physical/medical disabilities. All classrooms can be accessed by wheelchair and most other rooms are also accessible. There is only one set of stairs to a small group withdrawal space. Our reception area is accessible to disabled people. We have two disabled toilet and shower areas which also contain an adjustable changing bed for use by those pupils who need personal care whilst at school. One area includes a hoist and there is also a portable hoist based in the meeting room. The headteacher decides which year groups are based in which classrooms based on cohort needs

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

2. Disability Equality Duties

Sir John Barrow School's commitment to disabled pupils, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

The school already:

- ensures optimal organisation of rooms on an ongoing basis for disabled children
- raises awareness of curriculum needs of pupils with language communication disorders, severe learning difficulties, physical disability, visual impairment, hearing impairment via INSET
- accommodates toileting and care needs of incontinent pupils by providing 2 changing and shower facilities in disabled toilet and training staff in sensitive toilet training techniques
- trains staff in moving and handling techniques and has a ceiling hoist and portable hoist to assist
- trains teachers and support staff in sign language/Makaton
- produces symbol materials by purchase of appropriate software
- provides training in the production of symbol materials
- maximises the access to the school environment with low cost adaptations to improve acoustics
- provides disabled access to the building
- has introduced contrasting colour scheme for tables, chairs and flooring
- provides full access to the curriculum for disabled pupils
- monitors the progress and attainment of disabled children
- provides training for staff in issues surrounding disability
- has established a scheme of partnership working with a local Special School involving pupils and staff
- guarantee to interview all disabled applicants who meet the essential criteria for the post they apply for
- consult with parents of disabled children and other disabled stakeholders to inform our access plan and single equality action plan
- ensures the availability, where appropriate, of written material in alternative forms for example, other languages or Braille

We recognise that we need to:

- proactively encourage disabled staff to declare their disability to the school
- increase opportunities to consult with disabled children and their parents and other disabled stakeholders to inform our access plan and single equality action plan

3. Racial Equality Duty and Community Cohesion

Sir John Barrow school recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

The school already:

- records any racial incidents and reports them to the Local Authority using electronic reporting systems
- responds appropriately to any racial incidents
- implements a pro-active anti-bullying policy including bullying for racial and ethnic differences
- seeks opportunities to train and support staff to challenge racial bias and stereotyping
- provides full curriculum access to pupils from all racial groups
- encourages every child to develop a sense of personal and cultural identity with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities
- has schemes of learning in place and partnership working that develops pupils' knowledge and understanding of diversity and citizenship in a wider global context
- tracks pupil progress and attainment by ethnicity
- explores race, ethnicity and culture across the curriculum
- invites visitors of a variety of cultural and ethnic backgrounds into the school
- supplies the LA with data relating to the racial groups of people employed by the school
- supports pupils with English as a Foreign Language
- increased our active engagement in local community events with representatives of all ethnic groups and actively communicate with these groups

We recognise that we need to:

- explore initiatives to encourage more applications for employment from under-represented groups
- embed schemes of learning and partnership working that develops pupils' knowledge, understanding and skills they need to participate in a multi-cultural society in the UK into the whole school curriculum

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

The school already:

- monitors the levels of participation and attainment/progress within the classroom of boys and girls
- ensures all activities are open to all pupils irrespective of gender
- seeks to consider/address gender differences when planning the curriculum
- has identified ways to make teaching more boy friendly, these are:
 - beginning a lesson by stating the learning outcomes, and giving the 'big picture';
 - employing a variety of activities, and include a kinaesthetic element;
 - delivering work in bite-sized chunks, with 'brain breaks' and new starts;
 - providing challenge, competition and short-term goals;
 - giving regular positive feedback and rewards;
 - setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available
- seeks to raise girls' attainment by a school based initiative - successful women from a variety of fields have led talks with girls to widen views of future careers
- addresses issues of health, sport and obesity for both genders through an active sports programme
- ensures that girls' participation in sport remains high with a high profile girls football team and mixed gender participation in swimming, Kwik cricket and Tag rugby.
- counters gender stereotypes brought into the school from home environments
- works to raise expectations and aspirations among all pupils

We recognise that we need to:

- promote de facto equality of opportunity between men and women in the school
- identify any gender pay gap

5. Religion and Belief Equality Duties

Sir John Barrow School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

The school already:

- provides for an act of collective worship each day the aims of which are:
 - to provide an opportunity for children to worship God;
 - to enable children to consider spiritual and moral issues;
 - to enable children to explore their own beliefs;
 - to encourage participation and response;
 - to develop in children a sense of community spirit;
 - to promote a common ethos, with shared values, and to reinforce positive attitudes;
 - to teach children how to worship
- conducts assemblies in a manner that is sensitive to the faiths and beliefs or non-belief of all members of the school
- holds assemblies that reflect the traditions of other religions that are represented in the school and the wider community
- allows any parent to request permission for their child to be excused from religious worship - parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act
- ensures that we are aware of pupils' dietary preferences to ensure that we have food for them that will comply with their religious dietary laws
- has a progressive R.E. policy, with increased educational visits to places of worship and increased opportunities to learn first hand from people of different faiths

We recognise that we need to:

- develop further links with all representative religious bodies within the local community
- increase opportunities for educational visits to places with populations of greater faith diversity

The content of the school curriculum has never been caught by discrimination law, and the Equality Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included.

Schools are free to celebrate religions festivals and could not be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

There is a general exception which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. This exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

6. Sexual Orientation Equality Duties

Sir John Barrow School is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

The school already:

- ensures that staff and governors have equality of opportunity irrespective of sexual orientation
- involves all staff in Performance Management on an annual cycle
- identifies and negotiates professional development needs of all staff
- provides a specific programme of support and development for NQTs
- subscribes to Governor training via Governor support services
- acts to educate children through assemblies, PSHE and the ethos of the school, that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability
- ensure that no-one within the school community experiences discrimination due to their sexual orientation
- monitor the use of vocabulary among some children within the school to ensure that is not derogatory towards certain groups of people based on their sexual orientation and continue to act to educate the children to alter that behaviour.

We recognise we need to:

- review our education programme to ensure we are using up to date high quality resources
- create increased opportunities within the curriculum to reinforce the the strong message that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability

7. Pregnancy and Maternity Equality Duties

XXXX School recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

In relation to our school, SJB would:

- **Liaise closely with the pupil and, where appropriate family, to agree alternative suitable education provision would be available and accessible. This would meet the needs of the pupil and should take account of their age, ability, aptitude and individual needs including any special educational needs they may have. This would be set out in an action plan.**
- **We would work closely with LA re-integration officers, meeting with them and agreeing actions to support our pupil.**

Note: schools already have a duty of care to their pupils and are not expected to have to alter their existing policies because of this new legal provision, providing they are not excluding pregnant pupils or requiring them to study at home or in alternative provision when they wish to remain in school, and are letting them return to education when they have had their babies.

8. Publication of the Single Equality Scheme

Sir John Barrow School Single Equality Scheme is published as a separate document and is available on request.

At Sir John Barrow Primary School:

Our Single Equality Scheme was written April 12 and reviewed in February 2015

It is available in other formats/languages on request

9. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

Part 3 – Equality Objectives/Action Plan – 2015 - 2019

Equality Objectives/Action Plan for :

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To equality impact assess all policies procedures and practices with particular emphasis on the attainment levels of pupils and students from vulnerable groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Impact Assessments on all new policies or when significant changes are made through review	SENCo Chair govts	February 2015 - on-going	All policies, procedures and practices equality impact assessed and action points identified and recorded
All aims of duty	All	To improve the attainment of all pupil groups	Improved attainment	Whole school	Systematic, regular monitoring of standards and progress throughout school year FSM, Gender, Non SEN SEN, Ethnicity, LAC, More Able Early intervention and effective deployment of resources Monitoring of impact leads to further action	SLT Class Teachers SENCo/	February 2015- on-going	Improved attainment of all pupil groups Difference in attainment between pupil groups significantly narrowed
All aims of duty	All	To ensure a relevant and engaging curriculum for all pupil groups	Inclusion for all Establish a curriculum which proactively promotes	Whole school	Review and build on 'gains' made from introducing the Creative Curriculum. Consider views of different stakeholders including children and	SLT Subject leaders Class Teachers	February 2015 - on-going	Planned curriculum entitlements per year promoting single equality and including cultures

			single equality		parent/carers Adapt the curriculum and ensure learning is based on assessment of what a child knows and what they need to do next			
Fostering good relationships Advance equality of opportunity	Race	To better understand the needs of our parents/carers and children with EAL	To proactively and strategically increase links with our families with EAL/children with SEN/PP children and understand any specific needs	EAL/SEN/PP children and parents/carers	Seek out parent/carer views about how well school supports them and their children and possible improvements. Seek ways to include aspects of their cultures into the curriculum Increase opportunities to engage parent/carers in supporting children	SLT SENCo Governors	February 2015 on going	Views of parents/carers noted and relevant actions taken. New curriculum embraces cultures represented in school Increased opportunities to support parents/carers in educating children Increased attainment of all pupil groups
	All	To ensure all children have access to the school curriculum	To adapt and fully utilise the school building and grounds to maximise access of the environment and make access easier	Disability	Review physical access on admission and transition of all pupils with a disability. Take any reasonable measures to improve access. When considering where to physically house classes, consider	SLT SENCo	February 2015 ongoing	Children with disability able to access the curriculum with greatest ease possible using means available to the school

					the needs of those with disabilities within each class and the position/facilities of each classroom			
Fostering good relationships	All	To positively promote that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability	Increase opportunities to promote that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability	Whole school	Review curriculum and include increased and improved pshe educational opportunities. Rewrite pshe policy. Provide staff training to support equal opportunity and prevention of discrimination across the school			Strong message of equal opportunity and inclusion communicated. Stakeholders including children able to articulate message. Issues of discrimination very rare and dealt with immediately

Date Action Agreed:

Date Agreed for Review:

Key Legislation

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

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

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

Accessibility Planning

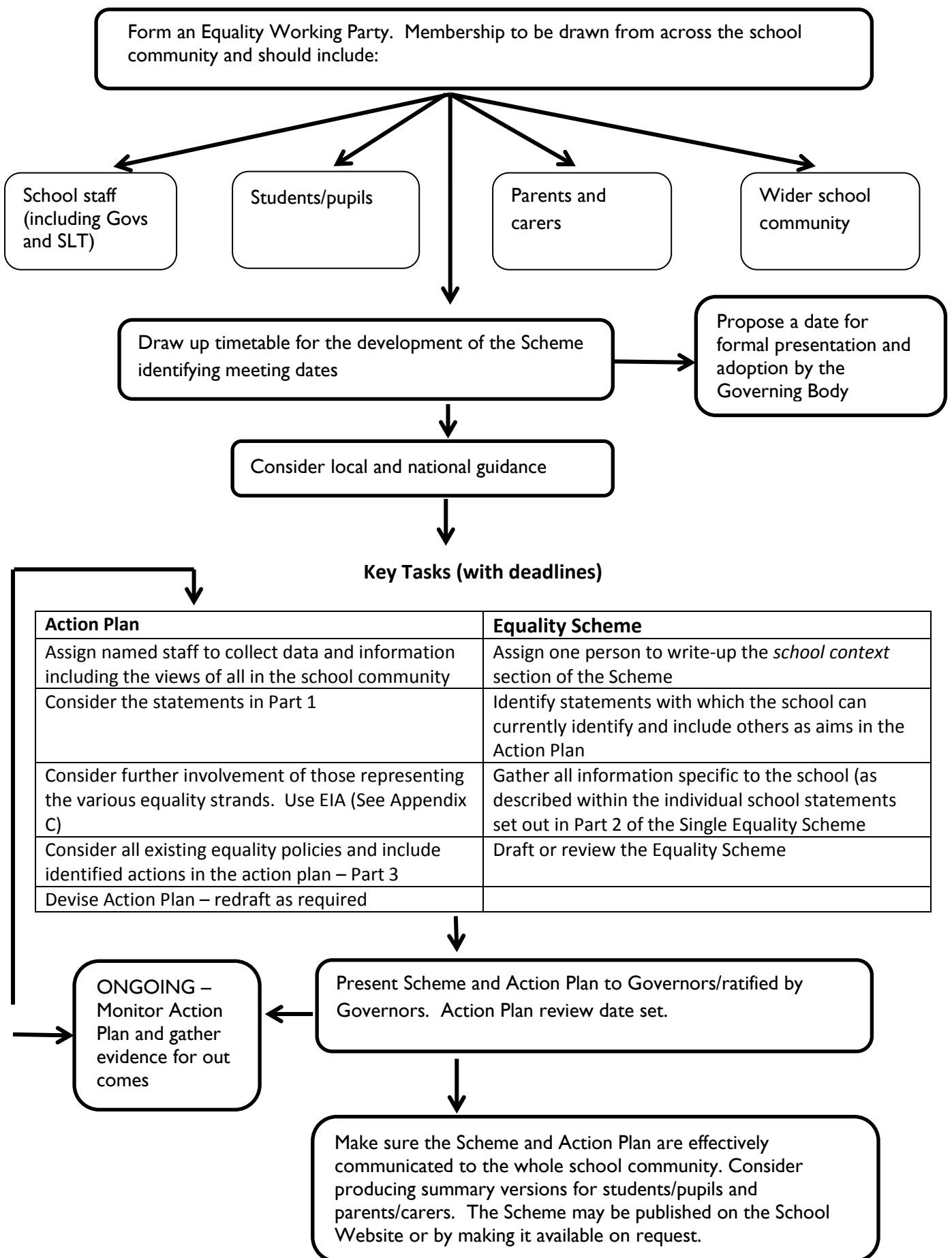
Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

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

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 Scheme.

Process Chart for the Development and Review of Equality Scheme, Objectives and Action Plan



Equality Impact Assessments (EqIAs) - Guidance

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or people within your school community to be treated fairly and equitably sometimes you have to treat them differently. In order to identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your school community. This is what equality impact assessment is all about.

Undertaking EqIAs is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your school community and trying to ensure they are not disadvantaged by it.

Your school community covers any person who is likely to use your school. This means pupils, parents, carers, staff, governors, volunteers and also visitors to your school. It also covers anticipating the needs of possible future members of your school community.

What is meant by 'impact'?

Two possible impacts are considered as part of the process:

A negative or adverse impact

This is an impact which could disadvantage one or more groups within your school community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for pupils and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

A positive impact

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary schools would have a positive impact on women but would not, however, necessarily disadvantage men.
- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and schools.

Why should we undertake equality impact assessments?

Undertaking EqIAs is a legal requirement for schools under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including schools, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of schools service users would include pupils, staff, parents, carers, governors, volunteers and visitors – anybody within your school community.

In reality this means taking into account of the needs of your school community in the development and review of any school policies and practices which are likely to affect them.

Undertaking EqIAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse school population to be met. Your school community will also be aware that you are considering their needs at the planning stages.

What should be equality impact assessed?

You need to assess school policies or practices which are likely to affect children or people within your school community.

Written policies may be easy to identify but EqIAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for pupil extra-curricular activities).

In accordance with legislative requirements, an EqIA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**

All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity.

Ensure the EqIA process includes the recruitment, selection and appointment procedures for staff.

- **Impact on service provision**

If there is likely to be an impact on the way a service is provided as a result of any organisational change, you then need to ensure your EqIA considers the proposed changes in relation to how your school community will be affected and whether any negative impact can be justified.

What equality strands/groups should be covered by EqIAs?

Some groups may experience disadvantage, whether intentional or not as a result of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Gender
- Race
- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

Who is responsible for carrying out equality impact assessments?

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqIA is undertaken. The EqIA may be done in conjunction with or by a person who knows that particular area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqIAs should be signed off by a member of the senior management team and a member of the governing body.

When should Policies/Procedures be equality impact assessed?

All existing policies and practices should be reviewed on a three year rolling programme. It can be done in conjunction with the three year cycle of your own equality scheme.

By undertaking a policy mapping exercise you can prioritise which policies and practices have a higher priority for EqIAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqIA before they are implemented.

What happens as a result of an EqIA?

If any potential adverse impact is identified then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqIAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant school policies can be made available in alternative formats, as required.

Do I have to do a separate EqIA for every similar policy?

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your school community. If you think it would be more manageable to review a large policy or policy framework on its own then you can complete a separate EqIA – whatever makes the process manageable and meaningful for your school.

Do I need to do an EqIA on an adopted policy?

No - you don't need to repeat an EqIA on an adopted policy which has already been assessed as long as any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed then the best route is to do your own EqIA.

Where can I obtain further information?

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DCSF website: www.dcsf.gov.uk/des/

Equality Impact Assessment – Name of Policy/Procedure:

1.	Identify the aims of the policy/procedure/service/function and how it is implemented.		
	Key Questions	Answers/Notes	Actions required
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	<p>In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?</p> <ul style="list-style-type: none"> • Disability • Gender • Race • Religion and/or belief • Age (in relation to staff recruitment /selection) • Sexual orientation • Gender reassignment • Pregnancy and maternity • Marriage and Civil Partnership • Socio-economically disadvantaged 		
2.	Assessment of Impact		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
NEXT STEPS/ACTIONS:			

Single Equality Scheme – Objectives and Action Plan

Action Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part A of our Single Equality Scheme.
- Accurate knowledge of the school enables us to plan in a way that is **relevant and proportionate**.
- **Participation** of an appropriately selected working group is reflected in wider representation built into action plans.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- Action plans are seen as the starting point for action but not followed slavishly where monitoring and further Impact Assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Action plans are checked against the objectives and the Impact Assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed**.
- The golden rule for action planning is to **be SMARTER and get started**.

The Process:

- Action planning is done in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan for action over 1 and 3 years so that it is possible to implement change and development in a responsive yet systematic way.
- Action plans are reviewed annually and in the third year we undertake a review of the impact of our actions over three years.
- Initially, many of our actions have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning.

Part 3 – Objectives and Action Plan – Example

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects each individual	Senior Leadership Team, staff and Governors	March 2012 – December 2012	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
All aims of duty	All	To equality impact assess all policies procedures and practices with particular emphasis on the attainment levels of pupils and students from vulnerable groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Impact Assessments on those policies, procedures and practices which remain outstanding	SLT	June 2012 - on-going	All policies, procedures and practices equality impact assessed and action points identified and recorded
All aims of duty	All	All staff receive CPD on the school's arrangements to promote equality in the context of their job role (e.g. mid-day supervisory – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching and learning strategies)	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies. Identify any gaps using gap analysis tools	SLT	September 2012 - on-going	Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes
All aims of duty	All	To increase participation of disabled pupils in Gifted and Talented programmes and ensure representation on the programmes full reflect the school population in terms of race and gender	Disabled pupils participation and self-esteem is improved with participation and recognition on such programmes	SEN pupils	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes	SLT/G& T Lead	September 2012 – on-going	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All aims of duty	All	Improve displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the school's diversity in terms of the equality groups.	All staff	April 2012 – on-going	More diversity reflected in school displays across all year groups. Increase in pupils' participation, confidence and achievement levels

APPENDIX D

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school. Set up group of pupils/students to develop actions which better involve the target group.	Senior Leadership Team/Head of Pastoral Care	March 2012 – July 2013	School Council/pupil voice has representation from pupils who are within the protected characteristics
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake Equality Impact Assessments on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance Improved data collection and monitoring of equality information relating to staff	Senior Leadership Team and Governors on Staffing Sub-Committee	June 2012 – December 2012	Feedback from candidates on the process indicates fairness. School staff reflect diversity
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the need of all race and faith groups and those with specific health needs	Increased take-up of school meals	All those with specific race, faith, cultural and health needs	Establish a school food group including representation from diverse groups Introduce food culture days with different menus	School Caterers/cook-in-charge	September 2012 – July 2013	Increased take-up of school meals – variety in types of school meals served to reflect differing cultures
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly Increased staff confidence Accurate reporting rates	Whole school and specifically vulnerable and equality groups pupils/students or those from a faith background	To review and update existing policies and procedures relating to bullying using the Equality Impact Assessment method Access staff training Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia. Promotion of hate incident recording to pupils/students.	SLT/Anti-bullying Lead	September 2012 – December 2012	Staff attend anti-bullying training
Eliminate unlawful discrimination, harassment and victimisation Fostering and improving good relations	Sexual orientation	To ensure LGBT pupils are accepted and homophobia is challenged	Reporting rates of LGBT bullying decrease	Whole school and specifically LGBT pupils/students	Utilise resource in PSHE Celebrate lesbian, gay, bisexual and transgender (LGBT) History Month (February)	PSHE Co-ordinator	April 2012 – on-going	Resources successfully used and students within LGBT group feel safer

APPENDIX D

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Advance equality of opportunity	Gender	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	Head of PE/ Sports Co-ordinator/PE teacher	September 2012 - on-going	Increase in number of girls taking part in competitive sports
Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils/students with behavioural, emotional and social difficulties (BESD)	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Introduce nurture groups for the most vulnerable	SEAL co-ordinator	September 2012 – July 2013	Improved classroom behaviour. Reduced challenging behaviour and reduction in need to physically restrain
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents	SLT/Assistant Head teacher	September 2012 – December 2012	Information obtained and identified disabled parents included on participation group for SES
Advance equality of opportunity	Gender	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	Year 10	Provide activities that allow pupils/students to explore gender stereotyping in careers To ensure that diplomas meet the needs of boys and girls	Careers Co-ordinator	January 2013 – July 2013	Pupils feel more confident about choosing options which are not stereotypical Rise in alternative work placements
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Inter-school working to identify proven strategies to improve attainment of this group	SLT	May 2012 – December 2012	Improved attainment levels of pupils eligible for free school meals
Advance equality of opportunity	Race	To improve the attainment of Gypsy, Roma Traveller (GRT) pupils	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group Inter-school work to identify strategies to improve attainment of this group Engagement with parents of GRT pupils to encourage improved attendance	SLT	September 2012 - on-going	Improved attendance and attainment year on year of pupils regularly attending the school. Improved relationships with parents of GRT pupils
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All year groups	Set up creative arts project. Invite in older members of the community to assist with project work	Class teachers	September 2012 – on-going	Improve relationships with older members of the community

APPENDIX D

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Cumbria and the diversity within it. Increased positive attitudes towards disabled people	Years 7 and 8	Set up school linking with another school in a different part of North West England with differing population make-up Make use of disability images pack Invite in representatives from disability equality groups to meet with children	SLT/PSHE co-ordinator	June 2012 – June 2014	Contact made with school in Manchester Disability Images resources pack received and training for staff and other adults undertaken

Date Action Agreed:

Date Agreed for Review: