

Single Equality Policy, Audit and Action Plan for Garwood Primary School



Title of Policy: Single Equality Policy

This document replaces: Single Equality Policy 2015

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Related policies: Anti Racist Policy, Additional Needs, Anti-Bullying, Community Cohesion, PSHCE, Positive Behaviour

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Policy Review cycle: 3 Years

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Equality Policy

INTRODUCTION

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

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. Our mission statement is 'Roots of happiness, branches to learning' and our aim is to enable the children to feel empowered to change the world for the better and to be inspired to take from life all the positive and achieve the best. In accordance with this we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

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

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

Human Rights Act 1998

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

Education Act 2002 (Section 78)

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

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

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

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

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

The Children and Families Act 2014

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

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

Equality Act 2010

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

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

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

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

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

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

In order to meet Section 10 of the Equality Act 2010 Garswood Primary School will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the School takes into account the widening definition of disability within its decisions and functions, and gives due regard to the "Social Model" of disability. This model recognises the barriers caused by the environment and people's attitudes to disability.

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

In order to meet the Specific Duty, Garswood Primary School will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil

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partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

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RESPONSIBILITIES

Governors are responsible for:

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

The Head Teacher is responsible for:

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

All staff are responsible for:

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

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

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Mrs S Bagshaw is responsible overall for dealing with reports of hate-incidents

Mrs L Matt is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors and contractors are responsible for:

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

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

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

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

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

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

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

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

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

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

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

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment

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provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

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

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

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

EMPLOYMENT

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

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

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

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

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

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

MONITORING AND ANALYSIS

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

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

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

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

EQUALITY IMPACT ASSESSMENT (EIA)

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

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

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

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan.

CURRICULUM EQUALITY AUDIT

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

REPORTING PROGRESS

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

The first annual report on progress against the Equality Policy and Action Plan will be produced by June 2015

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

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

Equality, Accessibility and Cohesion Audit and Action Plan

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

How to use the audit toolkit

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

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

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

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

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

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

GarswoodCatholic Primary School Equality, Accessibility and Cohesion Audit

Last updated: *(insert date)*

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|---|--|---------------------|
| Legal compliance | | | | | | |
| 1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan. | / | | | Last updated in 2012 and published on website | Under review 2015 | 8th July 2015 HT |
| 2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives | / | | | | To publish this updated document on website following FGB approval | 8th July 2015 HT |
| 3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan. | / | | | | To ensure this is on each summer term agenda | SBM |
| 4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning | | / | | Work scrutiny, planning scrutiny, lesson observations, LA monitoring reviews, pupil interviews | Continuous | SLT |
| 5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body | | | | CofG training explicitly in equality LA Bullying & Harassment Policy Statement 2011 Headteacher trained in Recruitment and Selection process. | | |
| 6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken | / | | | Minutes | | |
| The context of your school | | | | | | |
| 7. Training on the Equality Legislation is given to all members of governing body. | | / | | | Commission bespoke training | SBM Autumn 2015 |
| 8. Training on the Equality Legislation is given to all school staff. | | / | | Recent training in Stonewall | Commission bespoke training | |

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|--|--|-----------------------------|
| 9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff. | / | | | LA Code of Conduct | | |
| 10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement. | / | | | Policies | | |
| 11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear | / | | | Mission Statement/Behaviour, Discipline & Anti-bullying policy Website | | |
| 12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment | / | | | LA Complaints Policy adopted. LA Hate Incident Record Incidents reported to Head and SLT and Governors | | |
| 13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes | / | | | Behaviour, Discipline & Anti-Bullying Policy 2014 | Policy reviewed annually | FGB – Autumn 2015 |
| 14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers. | / | | | Accessibility Plan in place | Annual review | Headteacher, SLT, Governors |
| 15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.) | / | | | Newsletter sent via email and posted on website, hard copy available from office. Policies on website | | |
| 16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs | / | | | Website | | |
| 17. The school contributes appropriately to Pupil Education, Health and Care Plan | / | | | SEN file | | |
| 18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS). | / | | | SEN file | | |
| 19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion. | / | | | SES | | |
| Monitoring and impact assessment | | | | | | |
| 20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, | / | | | SIMS/Census | Collect/check data termly for census and annually with parents | SBM - annually |

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|--|--------|--------|--------|---|-----------------------------------|------------------|
| religion, sexual orientation, and disability | | | | | | |
| 21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs | / | | | At review of each policy this is considered | | |
| 22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes. | ✓ | | | Termly tracking carried out by SLT and all staff. Vulnerable groups identified. | Ongoing – pupil progress meetings | Termly |
| 23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning. | / | | | As part of each policy review | | |
| 24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP) | / | | | PRP annual review meetings, FAC meetings. Termly SENCO Planning Meetings. Provision Mapping | Ongoing | SENCO |
| 25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes | / | | | | | |
| Sense of belonging | | | | | | |
| 26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion | / | | | The school's 'Qualities' are on display and are referred to regularly in assemblies and class. Collective Worship Mission Statement | | |
| 27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs | / | | | Sacramental Programmes RE Cluster Group Meetings New Intake Meetings Induction Process | | |
| 28. The school works with parents of children with special educational needs as equal partners in their child's education. | / | | | Annual PRP meetings Termly IEP meetings | | |
| Teaching learning and curriculum | | | | | | |
| 29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected | / | | | Annual self-evaluation cycle, work scrutiny, lesson | | |

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|---|----------------------|------------------|
| characteristics | | | | observations, parental questionnaires, Ofsted and RE Inspections | | |
| 30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. <i>Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance</i> | / | | | EHCP Accessibility plan Planning IEP Care plans Intimate care policy | | |
| 31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum. | / | | | Work/planning scrutiny, lesson observations, school self-evaluation | | |
| 32. The school implements appropriate group and individual intervention programmes to address learning difficulties. | / | | | Pupil progress reviews, School provision mapping | | |
| 33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly. | / | | | New entrants offered the opportunity to visit the school to meet the teacher and pupils | | |
| 34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children | / | | | Financial analysis | | |
| 35. Governors are able to identify examples of reasonable adjustments made at the school | / | | | Eg building works Resources such as matt laminating pouches Staffing adjustments | | |
| 36. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated | / | | | 'Come & See' curriculum Collective worship Assemblies Themed weeks | | |
| 37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been | / | | | Headteacher's termly report to Full Governing Body. Termly reports to Curriculum & Self Review Committee Raiseonline 'O Track' | | |
| 38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated | / | | | If required work with pupil referral unit, inclusion unit, BIT, LASCS; Family action meetings | | |
| 39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if | / | | | Policies taken to Governing Body on regular basis | | |

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

| Audit Area and Questions | A ✓ | B ✓ | C ✓ | Evidence | Tasks and priorities | By Whom and Date |
|---|--------|--------|--------|---|----------------------|------------------|
| used, have been successful | | | | LA Proforma used as appropriate Behaviours, Discipline & Anti-bullying Policy | | |
| 40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body | / | | | Headteacher's Termly Report to Governors. | | |
| Equity and Extended Services | | | | | | |
| 41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being | / | | | SES Parental Surveys | | |
| 42. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities | / | | | Headteacher reports to governors when appropriate. St Helens First PSLN PASH | | |
| 43. The governors know how funds such as-Pupil Premium have benefited children. | / | | | Governor minutes | | |
| 44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management | / | | | PFM objectives for HT | | |

Appendix 1

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

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

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

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

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

a. All learners are of equal value

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

b. Relevant differences should be recognised

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

c. Workforce development

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

d. Positive attitudes and relationships should be fostered

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

e. Society as a whole should benefit

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

f. Current inequalities and barriers should be addressed and reduced

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

g. Policy development should involve widespread consultation

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

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

General Issues Include

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

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

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

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

Disability Issues Include

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

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

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

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

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

| Equality Group | Issue | How will this be taken into account? | Action | Date to be actioned by |
|--------------------------------|-------|--------------------------------------|--------|------------------------|
| General Issues | | | | |
| Age | | | | |
| Disability, SEN and Carers | | | | |
| Gender (Sex) | | | | |
| Human Rights | | | | |
| Gender Reassignment | | | | |
| Race (Ethnicity) | | | | |
| Marriage and Civil Partnership | | | | |
| Pregnancy and maternity | | | | |
| Religion or Belief | | | | |
| Sexual Orientation | | | | |
| Community Cohesion | | | | |
| Promoting Health | | | | |

3. Publishing the results of the assessment:

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

Appendix 2

Curriculum Equality Audit for Schools

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

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

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

This is not an exhaustive list

| Enabling the learner to: | How is (or could) this taken into account | Actions: | By Whom and Date |
|--|--|---|-------------------------|
| 1. Appreciate of the needs of others, insight into the lives of people from different backgrounds. | <ul style="list-style-type: none"> • By Ensuring stereotypes of family units are not used when talking to children and so children feel valued and included. Ensure we are aware of this information through home / nursery visits as children enter school and through detailed contact sheets. • School uniform enables the avoidance of obvious differences in family financial circumstances – children feel equal and | <ul style="list-style-type: none"> • Staff training in sign language and Braille to enable us to cascade and support children in their learning and appreciation of our diverse community. | |

| Enabling the learner to: | How is (or could) this taken into account | Actions | By Whom and Date |
|---|--|--|------------------|
| | <p>part of a unit.</p> <ul style="list-style-type: none"> • Absent fathers receive separate correspondences when requested and appropriate. • Teachers respect children's life experiences equally E.g. holidays, presents, events. • Include awareness of the family unit into PSHCE lessons – Sex education includes this and is diverse in it's portrayal of family units. • Making children more aware of the differing needs of others in school and the community. • Displays are multi-cultural and reflect on people and families from different backgrounds. | | |
| <p>2.Respect different points of view, recognising and respecting different viewpoints.</p> | <ul style="list-style-type: none"> • Dance day – learning about different countries for a whole term E.g. looking at culture, images etc... • Postcards linking to national and international schools E.g. Italy, Turkey, Poland, Romania, Malta, North Island, India • Geography – looking at countries / weather etc... • Visits and talks. • Celebrations. | | |
| <p>2. Experience and celebrate cultural diversity</p> | <ul style="list-style-type: none"> • RE topics that have inspired children to continue their learning at home with their families. E.g. a child who wrote 3 sides | <ul style="list-style-type: none"> • Display of 6 major religions in Britain. • Plans for Rastafarian poet | |

| Enabling the learner to: | How is (or could) this taken into account | Actions | By Whom and Date |
|--|---|-----------------------------|-------------------------|
| | <p>about the religion they were learning about.</p> <ul style="list-style-type: none"> • Built into PSHCE and SEAL as well as many other subjects in a cross curricular way. • Using resources to illustrate this. • Celebration of different festivals, foods, culture and customs. Boys in schools expressed surprise at certain clothing different cultures wear. • Resources across the curriculum including names / examples from different cultures. • Visitors from different cultures. | <p>to visit the school.</p> | |
| <p>3. Recognise commonalities shared by people from diverse and different backgrounds</p> | <ul style="list-style-type: none"> • By looking at ways of communicating. • Language similarities. • Religion and culture – learning by ways of comparison. (E.g. Child from Y5 continued learning of Islam at home and commented, “Muhammad is for Muslims a bit like Jesus Christ for Christians, isn’t he?”) • Whole school topic E.g. Conservation looking at global issues. • Work for charities E.g. Operation Christmas Child including follow up discussions with children. • Inter-school links with schools locally, nationally and internationally • Making children aware of links that Garswood has with twinned town of Nienhagen in Germany – we have a | | |

| Enabling the learner to: | How is (or could) this taken into account | Actions | By Whom and Date |
|--|---|--|------------------|
| | governor link also. | | |
| 2. Appreciate culture in St.Helens. | <ul style="list-style-type: none"> • Local visits, E.g. repeat visits to school / links, churches, library. • Knitting group talking about past, WW2 and forming links. • St Helens Rangers working with school and talking children on trips. • Victorian projects involving visiting other schools and learning about the past. • Go Penguin project linked to art in St Helens. • Visits to the town hall/Dream/WoG/Langtree Park • Choir joining with others and the community of Ste Helens. • Whole school participation in town events | <ul style="list-style-type: none"> • Whole school project looking at glass, mining, rugby, buildings, art, religions, shows. • Invite in guest speakers. | |
| 3. Recognise and challenge abuses, discrimination and injustice. | <ul style="list-style-type: none"> • Internet safety and parents and pupil classes linked to ICT and resulting in a safer community and includes parents. | <ul style="list-style-type: none"> • Multicultural resources E.g. dolls, books, images. | |