



Equality Policy, Audit and Action Plan for Garswood Primary School

This policy and action plan is review annually. We seek the views of staff, and it is then approved by governors.

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. 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.

Our mission statement is: "Roots of happiness, branches to learning". The basis of this is that we do our utmost to ensure that the children have the opportunity to grow and thrive in an environment where they can be happy. Happiness can only be achieved when children feel safe, well cared for, loved and understood.

LEGISLATION AND DUTIES

Garswood Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation and statutory guidance including but not limited to the following:

- Special Educational Needs and Disability Regulations 2014
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

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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 2011

In line with the Education Act 2011, every child deserves a good education and every child should achieve high standards.

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

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

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

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

The Children and Families Act 2014

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

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

Equality Act 2010

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

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

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.

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

RESPONSIBILITIES

Governors are responsible for:

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

The Head Teacher is responsible for:

- Producing, implementing and maintaining the school's
 - Equality Policy

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- 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)

Mrs Potter, Headteacher is responsible overall for dealing with reports of hate-incidents

Mrs Bagshaw is responsible overall for the equality policy, audit and action plan.

Mrs Myatt is responsible overall for Children with Special Educational Needs

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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').

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

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

There are some limited exceptions to this, this one applies to our school

- *With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably*

EMPLOYMENT

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

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

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

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

- The number of staff in post, and

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- The number of applicants for employment, training and promotion

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

MONITORING AND ANALYSIS

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

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

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

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

EQUALITY IMPACT ASSESSMENT (EIA)

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

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

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

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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 (*Appendix 1*)

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

CURRICULUM EQUALITY AUDIT

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

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 Equality Policy and Action Plan will be reviewed annually.

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR GARSWOOD PRIMARY SCHOOL

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.

Garswood School Equality, Accessibility and Cohesion Audit

The stakeholders involved in the completion of this document were P. Potter Headteacher, S Bagshaw SLT, L Myatt SENCo.

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	X			Reviewed and updated annually. Shared with staff – views and input. Shared and approved by governors.	Continue to review and place on website.	S Bagshaw - completed
2. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	X			See Governing Body mins.	Share annually with governors	SLT
3. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	X			All policies include an equal opportunities section.	Continue to ensure we comply.	S Bagshaw
4. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	X			The governing body has formally adopted all policies which have been recommended by the Local Authority.	Continue to ensure we comply.	S Bagshaw
5. 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	X			The stakeholder governors who are in attendance at this meeting qualified this statement. Child governors also understand.	Continue to ensure we comply.	S Bagshaw
The context of your school						
6. Training on the Equality Legislation is given to all members of governing body.	X			School subscribe to Local Authority training.	Ensure new Governors are inducted.	S.Murphy P. Potter

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
GARSWOOD PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
7. Training on the Equality Legislation is given to all school staff.	X			Included in staff handbook and induction procedures.	Annual production and update of Staff Handbook.	S. Bagshaw September annually
8. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	X			Adopted Local Authority Policy (see website)	Policy updated at least annually.	S Bagshaw
9. 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.	X			All parents and children sign home school agreements.	Home School Agreement issued to all families when they begin our school	S Bagshaw
10. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	X			A list of all policies are on the school website. Included in new intake induction pack.	Continue to promote and distribute to new families.	S Bagshaw
11. 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	X			All incidents are managed and monitored. Recorded as part two mins.	Continue to follow LA policy and procedures.	SLT
12. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	X			Yes included all of this criteria.	The policy is up to date.	Governors & SLT 3 year policy cycle
13. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	X			Pupils with disabilities are included in all aspects of school life including P.E. and sports.	As service users with different needs join our school we will meet their needs wherever is reasonably practical.	L. Myatt SENCO
14. 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.)	X			We provide a variety of appropriate methods to distribute information including accessing the hearing support service for families.	To review children and families annually and ensure we seek their voice. Continue with SEND coffee mornings and other opportunities for those with diverse needs to be informed on and integrated into school life.	L. Myatt Annually

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
GARSWOOD PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
15. The school has published its “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs	X			The Local Offer is published on the school website.	Keep updated	L. Myatt Annually
16. The school contributes appropriately to Pupil Education, Health and Care Plan	x			We currently have 4 children on role with an EHCP. In Y1, 2, 3, 5	We are currently applying for 1 child in Reception and have completed the required documentation.	L. Myatt As arises
17. 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).	x			Advice on the website. SENCo has one day out of class per week.	We do have experience of EHCPs, only STATEMENTS and will conform to new system as it arises.	L. Myatt As arises
18. The school’s Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	X			Outstanding OFSTED judgement and very positive parental questionnaires.	Continue to meet the needs of our community.	P. Potter Annual evaluation of SIP
Monitoring and impact assessment						
19. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability		X		All recruitment applications for staff have included an equal opportunities form which is sent back to the Local Authority.		P. Potter
20. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	X			All policies are reviewed between 1-3 years.	None	None
21. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	X			We follow all Local Authority procedures and return all statistical information.	The recruitment process ensures this is completed through data collection.	This is completed by the LA
22. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	X			Self-evaluation process informs all future policies.	Continue to monitor impact when new policies are adopted or other policies are reviewed.	Governors annually
23. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education	X			All IEP’S are monitored at least termly. SENCO drop ins.	Firmly established in all classes through the SENCo	Lucy Myatt SENCo Termly

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
GARSWOOD PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Plans (IEP)				Too Simple assessment tools used to track and monitor IEP children.		Annually in formal way for EHCPs
24. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	X			We take on board Local Authority policy recommendations.	None	None
Sense of belonging						
25. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	X			Children are given responsibilities such as child governors/School Council/Eco Council/Fur Clemp and JRSOs.	Continue	None
26. 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		X		We have considered this role eg EAL	Continue	S Bagshaw As the need arises
27. The school works with parents of children with special educational needs as equal partners in their child's education.	X			SEN drop ins / coffee mornings Daily contact with a practitioner/teacher as appropriate. Regular IEP and review meetings.	Continue with this outstanding practice.	L Myatt
Teaching learning and curriculum						
28. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics	X			School have developed its curriculum and audited books and curriculum to ensure diversity is represented.	None	P. Potter All policies reviewed every 1-3 years.
29. 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>	X			All adaptations have been made in order to include all children whenever reasonably possible.	To adapt races for Sports Day and In house competitions for the physically disabled.	L Myatt June annually

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
30. The school responds to individual needs at all levels through appropriate catch up and keep up where necessary.	X			All curriculum is assessed and catch up and keep implemented if needed.	Continue to plan and assess in this way.	A Yearsley Deputy Head Annually
31. The school implements appropriate group and individual intervention programmes to address learning difficulties.	X			Numerous interventions are in place to support needs identified. Rapid Read Rapid Phonics Beat Dyslexia Century Tech Rapid maths Little Wandle Catch up and Keep up Talk Boost	Continue to identify need through pupil data and pupil conferences.	Class teachers, termly
32. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	X			Good role models are encouraged to welcome new children in school.	Full inductions completed.	Class teachers and Learning Assistants
33. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	x			To support any children that attend.	None	None
34. Governors are able to identify examples of reasonable adjustments made at the school	X			See buildings section of head teachers termly report to governors.	None	None
35. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	X			Other values and cultures are embedded into the curriculum through visits and visitors.	None	None
36. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been addressed	x			All data is presented to Governors. This includes the categories named as well as vulnerable groups.	Continue to present data at least annually.	P. Potter A Yearsley SLT Annually
37. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	X			A policy is in place to support children	None	None
38. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or	X			Policies are followed rigorously with outcomes	Continue to follow policy. Rare incidents of bullying and racism are	P. Potter Termly

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
harassment, if used, have been successful				positive.	reported to Governing Body under Part 2	
39. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	X			The behaviour of pupils at Garswood is monitored through behaviour books. Governor committees have viewed our recordings and analysis.	None	None
Equity and Extended Services						
40. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	X			A strong feature of our school. All stakeholders involved in Sip and contribute through questionnaires.	Continue annually.	P. Potter and SLT
41. 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 	X			Promote community cohesion.	Continue with successful partnerships.	None
42. The Governors know how funds such as-Pupil Premium have benefited children.	X			All minuted in GB meetings.	Ensure Pupil Premium Report is updated annually and places on website for public access.	A Yearsley Termly
43. 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	X			Successful appraisal of headteacher. Headteacher also chairs a collaborative learning network. Headteacher does advisory work for the Local Authority.	Leadership and Governance has been judged as outstanding in all aspects June 2017	Governors Appraisal Team Once per year.

'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	Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.	Through Local Authority procedures.	Ensure all staff understand their responsibilities to tackle and report all inequalities for identified groups. Staff handbook annually. To ensure PSHCE is delivered and all incidents are recorded and reported accordingly.	Ongoing
	Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.	To be able to access the curriculum and to enable parents to attend meetings and events,	To ensure signers are present at all meetings and events.	Ongoing
	Monitoring via consultation, complaints,	Questionnaires and complaints procedures.	Very positive results consistently over a number of years from parental	Ongoing

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	<p>satisfaction and service access or membership.</p> <p>Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.</p>	Through special events and as part of the curriculum.	<p>questionnaires.</p> <p>Continue with the extensive range of community cohesion events and links to other countries and charities.</p>	Ongoing
Age	Staff are not employed because of their age.	All staff can be employed irrespective of their age.	Age has been taken off all application forms. Employees are free to work beyond a pensionable age.	
Disability, SEN and Carers	<p>Flexibility in service delivery and employment for parents and people with caring responsibilities.</p> <p>Child friendly arrangements in service delivery and employment.</p> <p>Supporting children that are carers.</p>	<p>Local Authority employment policies have all been adopted by the Governing Body.</p> <p>School will support children when necessary.</p>	Continue to implement the policy.	<p>N/A</p> <p>As needed.</p>
Gender (Sex)	<p>Civil Partners – having the same rules, benefits or requirements as married couples.</p> <p>Discrimination by association – children who have same sex parents,</p>	<p>All partners known as parents or carers.</p> <p>Through the PSHE curriculum.</p>	<p>Letters home.</p> <p>Discussion in PSHCE lessons or assemblies, specific lessons if it</p>	Updated annually

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	carers or relatives.		becomes an equality issue.	
Human Rights	Pupils and employees are treated fairly in the eyes of the law.	All policies comply with human rights.	Taking part in democracy debates and other Healthy Schools initiatives.	Updated annually
Gender Reassignment	Having the same rules, benefits or requirements as others	Through lessons, assemblies and positive images and literature in school.	Provide further positive imagery around school.	Update annually
Race (Ethnicity)	Promote positive attitudes, good relations and positive interaction between all members of the community	Through lessons, assemblies and positive images and literature in school.	Provide further positive imagery around school.	Update annually
Marriage and Civil Partnership	Having the same rules, benefits or requirements as others	All families are recognised as being equal at Garswood.	Continue to treat all parents equally.	Updated annually
Pregnancy and maternity	Unlawful discrimination	Garswood follows all Local Authority policies.	Ensure any amendments to policy go to Governors.	Update annually
Religion or Belief	Promote positive attitudes, good relations and positive interaction between all members of the community	All members feel valued and have equal rights.	Update long term curriculum map. Follow the St Helens Agreed Policy for Religious education.	Laura M Update annually
Sexual Orientation	Having the same rules, benefits or requirements as others	Report of any bullying or hate incidents.	Staff training. Purchase of appropriate resources for libraries.	Ongoing
Community Cohesion	Communities get along well together with no groups feeling isolated.	Groups being open to all.	Community cohesion is promoted through partnerships.	

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Promoting Health	Some cultures practice unhealthy procedures such as FGM	Report any potential unhealthy safeguarding practices.	Staff training.	

