HINGUAR PRIMARY SCHOOL
AND NURSERY

EQUALITY, DIVERSITY AND INCLUSION POLICY

Responsible members of Staff
Mrs. F. Willis (Acting Headteacher)
Mrs. K. White (Senco)
Mr. D. George (Governor)

This policy was approved by governors in January 2018 and will be reviewed on an annual basis.

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, parents, governors and volunteers to share this commitment”.

This single policy replaces separate policies the school had on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non statutory guidance set out by the government in December 2011 and March 2012. (See Appendix One for Legal Framework and key definitions)

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Policy is based on the core principles that its’ effectiveness will be determined by
• Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
• Proactive leadership
• Prioritising activities that produce specific, tangible improved outcomes
• Removal of attitudinal and cultural barriers.
Aims
Equality and Diversity is about making a difference to the lives of the people in the school community, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that we meet the varied and individual needs of our children in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally. We aim to prepare children for living within a diverse society with increasing global connections and controversial issues.
We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.
We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our Ethos
Hinguar Primary School and Nursery is a welcoming and caring community of children, parents, staff and governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a creative curriculum we will enable each child to share the responsibility for becoming independent and confident learners, and achievers in a continually changing world.

Guiding Principles
Principle 1: All learners are of equal value
All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised
Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:
- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging
Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: Staff recruitment, retention and development**
Steps are taken to positively promote equality and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: Reducing and removing inequalities and barriers that already exist**
In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

**Principle 6: Policy development involves widespread consultation and involvement**
People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Gay people as well as straight

**Principle 7: Society as a whole benefits**
Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

**Principle 8: We base our practices on sound evidence**
We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
Ethnicity, religion and culture
Gender

Principle 9: Objectives
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:
- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.
Every three years, accordingly, we draw up an Action Plan within the framework of the overall School Improvement Plan and processes of Self-Evaluation, setting out the specific equality objectives we shall pursue. (See Appendix Two) These objectives take into account national and local priorities and issues, as appropriate.
We regularly review our equality objectives and report annually on progress towards achieving them.

School Context (January 2017)
The school is on the edge of the Garrison housing re-development scheme which has a mixture of new private and social housing. The school is a one form entry school with one class in each from reception to Year 6, with a new 52 place Nursery (am and pm). On entry our Early Years intake is now in line with the national average. Although the catchment area was not changed following the move, there is currently a transition within the school’s characteristics and traditional families. A key statistic is a decrease in pupils eligible for pupil premium and/or FSM within the Early Years.
Most of our children are from White-British and White-other backgrounds with small proportions of children from a range of minority ethnic heritages.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Total</th>
<th>Breakdown (number and %)</th>
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<tbody>
<tr>
<td>Number of pupils</td>
<td>253</td>
<td>135 boys (53%) 119 girls (47%)</td>
</tr>
<tr>
<td>Number of staff</td>
<td>46</td>
<td>3 Male (7%) 40 Female (93%)</td>
</tr>
<tr>
<td>Number of governors</td>
<td>11</td>
<td>6 Male (60%) 5 Female (40%)</td>
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<tr>
<td>Religious character</td>
<td>None</td>
<td></td>
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<tr>
<td>Mobility of school population -Stability</td>
<td>81.9</td>
<td>(Raise on line 2016 National data 85.7)</td>
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<tr>
<td>Pupils eligible for FSM</td>
<td>25</td>
<td>10 boys (53%) 15 girls (47%)</td>
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<tr>
<td>Deprivation factor</td>
<td>0.21</td>
<td>(Raise on line 2016 National data 0.21)</td>
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<td>Disabled staff</td>
<td>3</td>
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<tr>
<td>Disabled pupils (SEND)</td>
<td>2</td>
<td>2 boys (100%)</td>
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<tr>
<td>Disabled pupils (no SEN)</td>
<td>0</td>
<td></td>
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<tr>
<td>Pupils on SEN support</td>
<td>14</td>
<td>9 boys (64%) 5 girls (36%)</td>
</tr>
<tr>
<td>Pupils with EHCP (Education, Health and Care plan)</td>
<td>5</td>
<td>4 boys (80%) 1 girl (20%)</td>
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<td>BME pupils</td>
<td>22</td>
<td>12 boys (54%) 10 girls (46%)</td>
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<td>BME staff</td>
<td>0</td>
<td></td>
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<tr>
<td>Pupils who speak English as an additional language</td>
<td>6</td>
<td>3 boys (50%) 3 girls (50%)</td>
</tr>
<tr>
<td>Average attendance</td>
<td>96.2</td>
<td>2017-18</td>
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</table>
| Significant partnerships                           | SECAT, SET, SESTA
Awards, accreditations, specialist status

Enhanced Healthy School, Equality and Diversity Champion, Silver Eco School

Implementation

Admissions

- Hinguar welcomes applications from the whole community
- We base our admissions policy on a fair system (refer to Admissions Policy)
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions
- We practice Equal Opportunities that are accessible to all
- We discourage discriminatory behaviour by staff or parents and will take appropriate action
- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits.
- We have ensured that action plans are developed for children and parents with disabilities so that they can participate successfully in the activities offered by Hinguar Primary School and Nursery and in the curriculum offered
- We advertise our school widely in the local community and on the school website
- We try to reflect the diversity of members of our society in all our publicity and promotional materials
- We provide information in clear, concise language, whether written or spoken

School Curriculum

The curriculum offered at Hinguar Primary School and Nursery encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum.
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- We prepare our pupils for life in a diverse society and ensure that there are
• activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
• We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
• Avoiding stereotypes or derogatory images in the selection of books or other visual materials
• Celebrating a wide range of festivals
• We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, eg, Respect Day.
• Creating an environment of mutual respect and tolerance
• Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
• Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
• Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
• Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils.
• We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN, etc, and also the importance of scrutinising assessment materials for cultural bias
• We have implemented an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils. (Please see Appendix 3)

Behaviour, Exclusions & Attendance
The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice & Prejudice Based Bullying
The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;
• Prejudices around disability and special educational needs
• Prejudices around race, religion or belief
• Prejudices around gender and sexual orientation.
We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

Valuing Diversity in Families
• We welcome the diversity of family lifestyles and work with all families.
• We encourage parents/carers to take part in the life of Hinguar Primary School and Nursery and to contribute fully.
• For families who speak languages in addition to English, we will develop plans to ensure their full inclusion.
• We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food and Dietary Needs
• We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible
• We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

Religious observance
We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Events
• Events are arranged to ensure that all families may become involved in the life of the school if they wish
• Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

Staff Training
All staff at Hinguar Primary School and Nursery will have their professional development needs met in relation to this agenda. This includes staff across all sections (teaching, support, mid-days, office staff, etc) and support that will be provided to meet their training needs as outlined in our School Development Plan. New and temporary staff will be made aware of our Equality, Diversity And Inclusion Policy and other practices in relation to this.
• We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
• We review our practices annually to ensure that we are fully implementing our Equality, Diversity And Inclusion Policy

Roles and Responsibilities
All who are associated with Hinguar Primary School and Nursery have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Governing Body
The governing body will
• Provide leadership and drive for the development and regular review of the school’s policies
• Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
• Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
• Ensure that all governors are aware of their legal responsibilities under equality legislation
• Receive and discuss regular equality reports on progress and performance
• Monitor achievement of equality targets
• Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief
• Each governing body meeting keeps aspects of the school’s commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions. Governors annually review the Equality Policy.

**Head Teacher**
The headteacher will
- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme and Action Plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme.
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

The senior leadership team will
- Drive forward implementation of the Scheme and Action Plan
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will
- Provide role models for pupils through their own actions
- Recognise that they have a role and responsibility in their day-to-day work to - Promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities
- Plan and deliver curricular and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work taking training and learning opportunities offered to them

**Our pupils are responsible for:**
- Treating others kindly and fairly without prejudice, discrimination or harassment
• Attending and engaging in their own learning as well as helping other pupils to learn
• Telling staff about any prejudiced related incidents that occur

Our parents are responsible for:
• Supporting our school in its implementation of this policy
• Following the school policy through their own behaviour
• Ensuring their children attend and engage in the learning
• Telling staff about any prejudice related incidents that occur

Visitors (e.g. parent helpers and volunteers, contractors)
• Knowing and following our policy

Overseeing the Policy
Responsibility for overseeing equality practices in the school lies with a named member of staff and a named Governor. Responsibilities include:
• Co-ordinating and monitoring work on equality and gender issues.
• Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
• Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers)
• Monitoring exclusion

Breaches of this policy
We will ensure that all governors, staff, pupils and parents are fully aware of the content of the scheme and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by the scheme will be aware of their responsibilities to report any action, which constitutes, or could be deemed to constitute, a breach of the scheme – in the first instance to the Head Teacher and or member of the senior leadership team. Breaches of this policy will be dealt with in the same ways as breaches of other school policies are dealt with, as determined by the Headteacher and the governing body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure
Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.
Claims of discrimination must be made within 6 months of the date of the act to which the claim relates.
Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by the Local Authority.

Publishing Equality Objectives (see Equality Action Plan-Appendix Seven)
The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.
We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Monitoring and Evaluation
We will regularly monitor and evaluate the implementation of our Single Equality Policy and Equality Action Plan. We will report annually on our progress and performance.
Our annual report will be shared with governors at the first FGB of the academic year. We will inform staff and learners of our progress. The findings of our annual report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes. As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
- The exclusion and other aspects of the behaviour management system by protected characteristics
- The teaching and learning to ensure all pupils’ needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils’ experiences are broadened and they are prepared for life in a diverse society. For example ensuring that pupils have a basic knowledge of other cultures, i.e. food, religion, dress, language, including other cultures not represented in the school. Furthermore pupils awareness of cultural practices and religious differences part of the life of the school, e.g. curriculum, assemblies, religious festivals, clothing etc.
- The staffs’ alertness to all possibilities for bringing cross-cultural perspectives into the classroom encourage children to bring their cultural experiences into school and share them with others
- The protected characteristic composition of the school’s staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages to ensure that we have positive attitudes and expectations of all pupils, whatever their racial group
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils
- Effectiveness of staff training and associated policy implementation in particular in relation to the preventing violent extremism policy and practice.

**Equality Impact Assessments**

We want this Scheme to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such our progress will have regular oversight by the senior leadership team and the governing body. In considering the effectiveness of this policy consultation will be undertaken with staff, governors, pupils and parents to assist in this review process. This means:

- Decision makers in schools must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
• The PSED has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. To support this process the school applies Stonewall EIA template to guide this duty. (See Appendix 3)

**Making the Single Equality Policy available**
We will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:
• Formally adopting the scheme at a Governing body meeting and recording this in minutes
• Distributing copies of the adopted scheme to all members of staff
• Discussing the scheme with pupils and making sure they know what it means
• Making copies available to parents
• Having an equality statement prominently on display at key locations in the school including on the school website with associated policies available such as anti-bullying, Special Educational Needs.
• Producing the Scheme in alternative formats on request.

**Publication and Dissemination**
We are committed to sharing information about our Equality, Diversity and Inclusion Policy as broadly as appropriate. To this end, we will publish an equality impact assessment and new actions each time the policy is reviewed.

**Links with other School Policies**

**Links to other policies and documentation**
Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included on the school’s website and newsletters.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors.

The Equality Act also applies to schools in their role as employers. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices.

School policies that link with, and have informed this Scheme include:
• Equal Opportunity Policy
• SEN Policy
• Behaviour and Anti-bullying Policy
• Pay Policy
• Harassment at Work Policy
• Grievance Policy
• Disciplinary Policy
• Admissions Policy
APPENDIX ONE
Definitions

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Definition of parents
A parent is a wide reference (as in education law generally) not only to a pupil’s birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

‘Protected Characteristics’ in the Equality Act 2010
- Age
- Disability
- Gender reassignment
- Race / Ethnicity
- Religion or belief (including lack of religion or belief)
- Sex
- Sexual Orientation
- Pregnancy and Maternity
- Marriage and Civil Partnership

Key definitions:
Age - people of all ages
Disability - a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities
Gender reassignment - a transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. A person does not need to be under medical supervision to be protected

Race / Ethnicity - this includes ethnic or national origins, colour or nationality, including refugees and migrants; and Gypsies and Travellers

Religion or belief - religion includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief.

Sex - men/boys and women/girls are covered under the Act

Sexual orientation - the Act protects bisexual, gay, heterosexual and lesbian people

Marriage and civil partnership - only in relation to due regard to the need to eliminate discrimination

Pregnancy and maternity - protection is during pregnancy and any statutory maternity leave to which the woman is entitled

Other relevant groups e.g.:
Carers, people experiencing domestic violence, substance misusers, homeless people, looked after children etc

References and Links

Equal Pay Act 1970

Sex Discrimination Act 1975

Race Relations Act 1976 (and Amendment 2003)

Disability Discrimination Act 2005


Human Rights Act 1998

Technical Guidance for Schools

Sex Discrimination (Gender Reassignment )Regulations 1999

Employment Equality (Sexual Orientation) Regulations 2003
http://www.stonewall.org.uk/beyond_barriers/information/equality_and_diversity/1139.asp

Employment Equality (religion or Belief) Regulations 2003
APPENDIX TWO  Items for a School Action Plan
(Based on guidance provided by the Commission for Racial Equality. We may need to prioritise among them.)

School development planning
ensure that there are references to race equality and cultural diversity issues in the School Development Plan
The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.

Professional development and INSET
ensure that there are references to race equality and cultural diversity issues in the school’s programmes and plans for induction and staff training, both of teaching staff and support staff, and also for the governing body
consider the methods and content of staff training on race equality and cultural diversity issues, and how such training is appropriately evaluated

Statement about the school’s composition and context
draw up a statement about the composition of the school by ethnicity, home language and religion, and about the nature of neighbourhood which the school serves

Auditing and review
assess the impact of current policies through consultation, evaluation and auditing tools, for example the CRE Learning for All
ensure that the results of auditing are reported to the governing body and made available, as appropriate, to other interested parties

Monitoring of results
use data on attainment, broken down by ethnicity and gender, to review the school’s progress over time and in comparison with other schools, and to identify areas for improvement and development
fulfil the duties which schools have to take reasonable steps to make available annually the results of assessments and monitoring

Review of other policies
review in turn, and as appropriate improve, all areas of school life, using questions such as the following:
Attainment, progress and assessment
1. how do we ensure that we have and communicate high expectations of all pupils?
2. how do we recognise and value a wide range of achievement?
3. are our procedures for monitoring attainment by gender and ethnicity satisfactory, and how do we use the results of such monitoring?
4. what action have we taken and are we taking to reduce and remove disparities between pupils from different communities and backgrounds?

Curriculum content
1. in each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?
2. in which areas of the curriculum do pupils explore concepts and issues relating to identity, race equality and racism?
3. in which areas of the curriculum are pupils challenged to consider issues of prejudice, racism and Islamophobia, and bias and negative stereotypes of all kinds?
4. in which areas of the curriculum do pupils study global issues and the interdependence of the modern world?
5. how do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils of all backgrounds and communities?
6. how do we ensure that learning about cultural diversity includes personal encounter with other cultures?
7. how do extra-curricular activities and events cater for the interests and capabilities of all pupils, and take account of parental concerns related to religion and culture?

Personal development and pastoral care
1. how do we ensure that pastoral support takes account of religious and cultural concerns, and the experiences and needs of particular groups of pupils, for example Gypsy, Travellers of Irish heritage, refugees and asylum seekers?
2. how do we support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood?
3. how do all groups of pupils encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Council.

Teaching and learning
1. how do we create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued?
2. how does teaching take account of pupils’ cultural and religious backgrounds, linguistic needs and varying learning styles?
3. how are different cultural and religious traditions valued in their own terms and made meaningful to pupils?
4. how are all pupils helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities?
5. are all staff assisted to support pupils in their classes for whom English is an additional language?

Partnerships with parents and communities
1. what action do we take to encourage the involvement and participation of all parents in the school?
2. how do we ensure that information and materials for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
3. how do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Racism, racial harassment and school ethos
1. how do we publicly promote good personal and community relations?
2. Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?
3. How does the school monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
4. What training, guidance and support do we provide for staff to ensure that they can all deal firmly, consistently and effectively with racist incidents and bullying?
5. How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?
6. How do we work with the LA and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

Staff recruitment and professional development
How are posts, including those for administrative and support staff, advertised?
Are all posts open to the widest possible pool of applicants?
How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?
How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?
Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?
Do we appropriately and satisfactorily monitor by ethnicity, gender all applications for employment, training and promotion?

Behaviour, discipline and exclusions
How to we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds?
Do all staff operate consistent systems of rewards and sanctions?
How are exclusions of all kinds monitored to establish patterns and trends?

Attendance
Do we monitor pupil attendance by ethnicity and community background?

Accessibility (See Appendix 3)
1. Is the school ensuring that the school environment is increasingly as accessible possible to pupils, staff and visitors to the school.
2. Are open evenings and other events which parents, carers and the community attend held in accessible parts of the school and issues such as language barriers are considered.
3. Do we ensure the accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
4. The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.
EUQUALITIES ACT 2010

Every school must have an accessibility plan. In order to prepare the plan, a school must first have an access audit undertaken, refer to http://www.nidirect.gov.uk/school-accessibility

Maintained schools and local councils must publish and implement accessibility plans or strategies for increasing the accessibility, over time, for disabled pupils.

The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the ‘general duty’) that applies to public bodies, including maintained schools and academies. This combined equality duty came into effect in April 2011. The specific duties require schools:
(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
(b) to prepare and publish equality objectives.

Schools had until 6 April 2012 to publish their initial information and their first set of objectives. They will then need to update their published information at least annually and to publish objectives at least once every four years.

From the 1st September 2014 the provisions in the Children and Families Bill and its associated regulations and Code of Practice will be in force. From the 1st of September 2014 all schools (not just schools also early years, further education etc) must comply with this Code of Practice. As part of this they will be required to publish (annually) on their websites about their accessibility and for pupil with SEN. The documents can be downloaded from the Department for Education.

Schools are required to take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding
- a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.

Develop and implement (by allocating appropriate resources) Accessibility Plans which will
1. Increase disabled pupils’ access to the school curriculum
2. Improve the physical environment
3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or
whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.
### ONGOING EQUALITY OBJECTIVES: 2015 – 2017

<table>
<thead>
<tr>
<th>Linked to Public Sector Equality Duty</th>
<th>Protected Characteristic</th>
<th>Aim</th>
<th>Success Criteria</th>
<th>Target group(s) e.g. whole school, girls, boys, SEN, staff etc.</th>
<th>Action</th>
<th>Who</th>
<th>Dates</th>
<th>Progress and impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>All aims of duty</td>
<td>All protected characteristics</td>
<td>To increase pupil, parent, staff, community and governors awareness of the equality objectives and policy.</td>
<td>For all stakeholders to understand they have rights, how they can exercise their rights and understand how their rights link to responsibilities.</td>
<td>Whole school</td>
<td>Make sure the policy and action plan are effectively communicated to the whole school community, e.g. website, workshops, staff training and use of outside agency</td>
<td>VS</td>
<td>Sept 15 And ongoing</td>
<td></td>
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<tr>
<td>Fostering good relations</td>
<td>Race, Religion and belief</td>
<td>To raise pupils awareness of the diversity of cultures within school, local community nation and world.</td>
<td>Improved understanding of the global community and the diversity within it</td>
<td>Whole School Year 6</td>
<td>Increase competitive sporting activities and inter school partnerships to widen experiences. Year 5/6 visit to France or other country-annual</td>
<td>Ongoing</td>
<td>June 16 June 17</td>
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<tr>
<td>Eliminate unlawful discrimination</td>
<td>Sexual Orientation Race</td>
<td>To ensure that racism and homophobia is challenged consistently.</td>
<td>Reports of racist and homophobic incidents decrease.</td>
<td>Whole school</td>
<td>Utilise resources within PSHE- SRE, SMSC Whole school - Respect day Purchase reading materials reflecting different relationships.</td>
<td>PSHE leader Literacy Leader</td>
<td>Sept 15 And ongoing</td>
<td></td>
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<tr>
<td>Advance equality of opportunity</td>
<td>Sex</td>
<td>To ensure that girls are equally involved in physical activity</td>
<td>Improved participation of girls in targeted sports activities</td>
<td>Girls</td>
<td>Monitor attendance of girls at out-of-school hours sports clubs. Survey girls and understand barriers to participation.</td>
<td>PE leader</td>
<td>September 2015-April 2016</td>
<td></td>
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<tr>
<td>Advance equality of opportunity</td>
<td>Disability, Sex, Race</td>
<td>To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced.</td>
<td>Pupils to make at least expected or better progress.</td>
<td>Whole School Groupings</td>
<td>Childrens progress to be tracked throughout the school – pupil progress meetings and issues surrounding race, gender, disability (SEN or G&amp;T), socio-economic background to be monitored and necessary interventions and appropriate staff training to be put in place.</td>
<td>Standards Subject leader Class teacher</td>
<td>Sept 15 And ongoing</td>
<td></td>
</tr>
<tr>
<td>Linked to Public Sector Equality Duty</td>
<td>Protected Characteristic</td>
<td>Aim</td>
<td>Objective</td>
<td>Target group(s) e.g. whole school, girls, boys, SEN, staff etc.</td>
<td>Action</td>
<td>Who’s Responsible</td>
<td>Dates from and to:</td>
<td>Progress and impact</td>
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<tr>
<td>Advance equality of opportunity</td>
<td>Disability, Race, Sex</td>
<td>To ensure that all pupils have access to test arrangements including end of Key Stage testing and 11+ examinations.</td>
<td>Greater % of pupils achieve pass mark in 11+ examinations and pupils make at least expected to good progress.</td>
<td>Groupings</td>
<td>Implement 11+ tutoring to a wider audience of pupils. Establish links with tutoring service and out of hours tutoring, including links with local Grammar schools.</td>
<td>KS</td>
<td>September 2015-April 2016</td>
<td></td>
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<tr>
<td>Advance equality of opportunity</td>
<td>All protected characteristics</td>
<td>To raise pupil awareness of equality and diversity</td>
<td>All pupils able to contribute to whole school equality and diversity issues.</td>
<td>Whole school</td>
<td>Pupil voice strategy through the use of pupil forum, champions, individual opportunity to increase pupil involvement and awareness of individual rights and responsibilities. Equality and Diversity to continue to be discussed with children as part of PSHE and across the curriculum</td>
<td>Pupil Forum, Pupil Champions, Individuals SENCO</td>
<td>Sept 15 And ongoing</td>
<td></td>
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<tr>
<td>Eliminate unlawful discrimination</td>
<td>Age, disability, race</td>
<td>To improve accessibility of marketing and liaison with both existing and prospective parents</td>
<td>All parents and the wider community are able to access information on the school.</td>
<td>Parents Wider community</td>
<td>Produce prospectus, brochure and publicity materials in enlarged print or Braille and in additional languages where possible. Improve access to the website for people with visual disabilities. Provide signing/interpreter opportunities to increase parent liaison.</td>
<td>SMT</td>
<td>July 2012 – January 2013</td>
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</table>
APPENDIX FOUR- Equality Impact Assessment Tool / Prompts for showing ‘due regard’

1. Title of policy, project or practice being reviewed or planned

Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

2. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

3. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

<table>
<thead>
<tr>
<th>Protected Characteristics / Group</th>
<th>Yes (brief explanation)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (staff only)</td>
<td></td>
<td></td>
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<tr>
<td>Disability</td>
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<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Gender reassignment</td>
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<tr>
<td>Marriage / civil partnership</td>
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<tr>
<td>Pregnancy / maternity</td>
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<tr>
<td>Race / ethnicity</td>
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<tr>
<td>Religion / belief</td>
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<tr>
<td>Sexual orientation</td>
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</tbody>
</table>

5. Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

6. Outline the decision made and actions planned.