| Policy Focus | **Equalities & Diversity v4** |
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| **Policy Date & Version** | **August 2017 v4** |
| **Date Directors Approved** | **19 March 2019** |
| **Review Date(s)** | **March 2020** |
| **Owner/Lead** | **Executive Principal** |

| School Aim |
|---|
| Our overall goal is to enable young people to 'be the best they can be' and to reach it we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching. <br><br> Our aims are to : <br> • *Meet the previously unmet needs of young people and enable learning and employment.* <br> • *Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.* <br> • *Contribute to community and social change.* <br> • *Reduce costs to society in terms of both social and economic benefits.* |

| Statement of Intent for this Policy |
|---|
| This single policy replaces previous separate policies required by schools on race, disability and gender. It is intended to eliminate discrimination, advance equality of opportunity and foster good relations across all parts of our schools and community. As such it underpins all our interactions with students and families and our curriculum delivery. Priorities for Equalities development are identified following Equality Impact Assessments of relevant activities. <br> This policy takes account of and reflects the legal duties set out in the Equality Act 2010 and Non-Statutory Guidance  (see sections 7 & 9) set out by the government in December 2011 and March 2012. |

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## 1. Aims/Objectives Of This Policy

The policy outlines the commitment of the staff and Directors to promote equality and value diversity. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At SfIT equality is a key principle for treating all people the same and advancing equality of opportunity and fostering good relations across the wider school community - irrespective of gender, ethnicity, disability, religious beliefs/faith tradition, pregnancy/maternity, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

## 2. Statutory/Strategic Basis

Equality Act Guide 2012.pdf

Public Sector Equality Duty.docx

## 3. Procedures & Protocols : What Does This Mean We Do In Practice?

**3.1** The staff member responsible for co-ordinating the monitoring and evaluation of this policy is the Executive Principal of the school. They will be responsible for:

Providing **updates on equalities legislation** and the school's responsibilities in this regard.

Working closely with the **Board of Directors** to ensure the policy is upheld.

Supporting positively and monitor the impact of this policy on studentsfrom different groups, e.g SEN, Children in Care, Minority Ethnic groups, including Traveller and EAL students and those in receipt of Free School Meals, in the following recommended areas:

- Pupils' Progress And Attainment
- Learning And Teaching
- Behaviour, Discipline And Exclusions
- Attendance
- Admissions
- Incidents Of Prejudice Related Bullying And All Forms Of Bullying
- Parental Involvement
- Participation In Extra-Curricular And Extended School Activities
- Staff Recruitment And Retention
- Visits And Visitors

1. As a school community we will take reasonable and necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the school.
2. We will actively encourage positive attitudes toward students and staff and expect everyone to treat others with dignity and respect.
3. We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
4. We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
5. We will monitor the progress and achievement of students by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual students are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives.
6. We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

7.  Staff will ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required.
    By planning ahead, staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
8.  We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.
9.  In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
10. Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying
11. We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
12. Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. (PSHE policy)
13. We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
14. The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join us. We are also committed to ensuring staff with a disability have equality of opportunity.
15. We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
16. Training and awareness sessions will be set out as part of the CPD programme.
17. The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
18. When conducting relevant activities we will carry out an equality impact assessments (EIA) to ensure policy or practice does not, even inadvertently, disadvantage groups of students with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties. Wherever possible SfIT policies reflect the referring LA policies which have already had EIAs conducted.

### 3.2 Promoting Equality: Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure:
- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- Opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### 3.3 Promoting Equality: Achievement

There is a consistently high expectation of all students, regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide positive role models in their approach to all issues relating to equality of opportunity
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement where necessary
- A range of teaching methods will be used throughout the school to ensure that effective learning takes place at all stages for all students.
- All students are actively encouraged to engage in their own learning.

### 3.4 Promoting Equality: Ethos & Culture

At SfIT we are aware that those involved in the leadership of our school community are instrumental in demonstrating mutual respect between all members of the school community. To promote this we :
- Strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- Encouraged students to greet visitors to the school with friendliness and respect
- Ensure displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Make reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Cater for the cultural, moral and spiritual needs of all students through planning of assemblies, classroom based and off-site activities
- Actively encourage and respect students' views and give students an effective voice through advocacy, pupil perception surveys and regular opportunities to engage with students about their learning and the life of the school
- Use positive role models throughout the school to ensure that different groups of pupils feel welcomed and included.

### 3.5 Promoting Equality: Staff Recruitment & Professional Development

- All posts are advertised  and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and to ensure equality of opportunity
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation

### 3.6 Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, students, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice and  related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to the Directors, Parents and referring LAs on an annual basis the number of prejudice related incidents recorded in the school.

### 3.7 Promoting Equality: Partnerships with Parents/Carers and the Wider Community

SfIT explicitly aims to work in partnership with parents/carers. We:
- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived students-  especially those of a different ethnicity or culture and or with disabilities - are made to feel welcome.

## 4.  Implications For Staff

***In SfIT All Members Of The School Community Have A Responsibility For Promoting Equalities And Valuing Diversity***

**The Executive Principal and Senior Leadership Team** have responsibility for:
1. In partnership with the Board of Directors, providing leadership and vision in respect of equality
2. Overseeing the implementation of the equality policy and schemes
3. Co-ordinating the activities related to equality and evaluating impact
4. Ensuring that all who enter the school are aware of, and comply with, the equalities policy

5. Ensuring that staff are aware of their responsibilities and are given relevant training and support
6. Taking appropriate action in response to any prejudice-related incidents.

**All School Staff** have responsibility for:
1. The implementation of the school's equalities policy and schemes
2. Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
3. Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
4. Keeping up to date with equalities legislation.
5. Ensuring their curriculum resources and planning and delivery reflects equalities principles

## 5. Implications For Students

1. All SfIT students are expected to respect difference in their school community and to act in accordance with social standards to ensure that the school operates a positive working and learning environment.
2. Support and challenge to secure this will be provided through role modelling, 1:1 tutorials, group activities, peer mediation, the use of restorative justice techniques, curriculum design and PSHE programmes/modules.
3. Harassment of any form or extreme behaviours will be addressed as integral parts of our therapeutic and engagement model to release talents.

## 6. Implications For Directors

The Board of Directors has responsibility for ensuring that:
1. The school complies with all equalities legislation relevant to the school community
2. The school's equalities policy is maintained and updated regularly
3. The actions, procedures and strategies related to the policy are implemented

## 7. Resources Relevant To This Policy

Public Sector Equality Duty NS Guidance.pd

## 8. Monitoring : Compliance/Consistency/Impact

**Information collated by SfIT with respect to Equalities will include :**

1. Progress and achievement data on individuals and groups ( SchoolPod termly assessment tracking data, data on interventions,  before and after)
2. Attendance data on individuals and groups
3. Record of bullying incidents **BPRI Form & Guidance**
4. Participation of pupils with protected characteristics in extra-curricular activities, including residential trips and activities out of school, and positions of student responsibility
5. Devon's Audit Toolkit, to analyse information about pupils with special educational needs and disabilities (SEND)
6. Satisfaction surveys with staff, parents and students about the extent to which they feel that the school is addressing inequalities (including bullying and prejudice), improving outcomes for disadvantaged students and promoting positive attitudes. Anonymous surveys can help plug gaps in information, for example it is difficult to collect information that people consider 'private' such as their religion or belief or sexual orientation
7. A review of national, regional and local studies

## 9. Relevant Data Sets/Metrics

SfIT Political & Religious Affiliations [

Equalities Act 2010.pdf

## 10.Other Comments

For more information download guidance :
**DfE:**
http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010

**Equality Human Rights Website:**
http://www.equalityhumanrights.com which includes the guidance for education providers (schools)

**Devon County Council:**
http://www.devon.gov.uk/equalitylegislation.htm

# Appendices

## Appendix A1

## Legal Duties (Equality Act) Part Two - Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.  This legislation covers employment (work), the provision of services and public functions, and education.  Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts.  Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

### The 'Protected Characteristics' within equality law are:

- **Age -** A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds).  Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability -** A person has a disability if s/he has, or has had, 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.  It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.  HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment -** A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male).  'Trans' is an umbrella term to describe people with this 'Gender Identity'.  'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria.  Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership -** Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity -** Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context.  In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race -** A person's colour, nationality, ethnic or national origin.  It includes Travellers and Gypsies as well as White British people.
- **Religion and belief -** Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.  Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex -** A man or a woman.
- **Sexual orientation -** A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual).  Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school.  For example, a child may have an older sibling or parent who is gay.  Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

*It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of*
*another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because*
*his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.*

## 'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability -** Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination -** Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision (such as sick leave).
- **Pregnancy/maternity related discrimination -** unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception -** For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

*Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.*

## Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):
1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

*In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

**Reasonable Adjustments and Accessibility Plans (Schedule 10)**

**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
  - Increase disabled pupils' access to the school curriculum
  - Improve the physical environment
  - 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.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.
Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

## Responsibilities

**Governing Body**
- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

**Headteacher**
- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice – related incidents.

**All staff**

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

**Specific Staff**

SENCo and EAL/Community Cohesion Coordinators to monitor the implementation of this policy with regards to their own areas of responsibility.

**Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

**Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

## Definitions

| | |
|---|---|
| **Equality** | This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome. |
| **Inclusive** | Making sure everyone can participate, whatever their background or circumstances. |
| **Diversity** | Recognising that we are all different.  Diversity is an outcome of equality and inclusion. |
| **Cohesion** | People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging.  Diversity is valued. Relationships are strong, supportive and sustainable.  Cohesion is an outcome of equality and inclusion. |
| **Community** | From the school's perspective, the term "community" has a number of meanings:<br>▪ The school community – the students we serve, their families and the school's staff.<br>▪ The community within which the school is located – in its geographical community, and the people who live  and/or work in that area.<br>▪ The community of Britain – all schools by definition are part of it.<br>▪ The global community – formed by European and international links. |
| **Gender Dysphoria** | Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between                  their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be. |

## Appendix A2

## Equality Checklist/Audit For School Staff & Governors

☑ Where possible, necessary, relevant and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

*The school gathers such information and uses it to understand the school context in relation to protected characteristics. The Devon SEN audit and framework will show you have collected evidence on pupils with SEND. Further guidance on monitoring is available from the Equality and Human Rights Commission's (EHRC) website. It is advisable to follow guidance and take into account data protection legislation when gathering information about people. You will already collect information in relation to gender, race, disability/SEN and Free School Meal status. For other protected characteristics such as sexual orientation, other methods of information gathering may be necessary such as anonymous surveys, because some pupils may not be 'out' about their sexual orientation. Sexual orientation may not be apparent in primary school children so you would not collect data on this protected characteristic. Other data includes bullying and prejudice-related incidents. Please follow EHRC guidance.*

☑ Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

*Rigorous systems of analysis of pupil performance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.*

☑ Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?

*Rigorous systems of analysis of pupil attendance data by protected characteristics, including clear monitoring and evaluation by governors, so that any significant differences between groups with protected characteristics are swiftly recognised and investigated. This analysis feeds clearly into school improvement planning.*

☑ Is the curriculum equally accessible to all protected characteristics? Are all pupils encouraged to participate in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

*Audit and analysis of spread of pupils taking part in different school activities (in relation to protected characteristics).*

☑ Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? (link to BPRI form & Guidance website) and is this information used to make a difference?

*Use of new reporting forms, analysis of bullying and behaviour reports/logs, analysis of incidence logs (staff), evidence that governors analyse data identifying any trends and take required actions including ensuring swift action by staff when incidents happen.*

☑ Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?

*Audit of school resources/PHSE and RE curriculum.*

☑ Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?

*Audit of school curriculum - demonstrating how the curriculum and its delivery actively fosters good relations between people, tackles prejudices and promotes understanding.*

☑ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

*School Accessibility Plan is up to date. Outcomes of stakeholder consultation on equality link clearly with the school's equality objectives. The impact of objectives is monitored, measured and evaluated.*

☑ Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

*Stakeholders are made aware that information can be made available in different formats, for example large print, translating services etc., and are consulted on this facility. This might be part of The Accessibility Plan.*

☑ Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

*Clear evidence of on-going staff training and support. An equality policy is adopted and implemented.*

☑ Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

*The governing body has a recruitment procedure which actively encourages membership from protected groups. Procedures for election are accessible to all protected groups.*

☑ Have recruitment guidelines been changed to ensure that no health questions are asked at interview or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

*The school has adopted an up-to-date recruitment policy. Evidence is kept of questions asked at interview. The senior leadership team and the governing body seeks advice and support from Human Resources services when necessary. Staff recruitment, promotion and training are monitored by the governing body.*

☑ Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?

*Audit and consultation are followed by analysis leading to agreed objectives (evidence in governing body annual cycle, agendas and minutes). Objectives form part of School Improvement Plan with clear processes and timelines for monitoring and evaluation. There are clear feedback mechanisms to ensure that stakeholders are informed about the outcomes of equality objectives.*

☑ Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?

*Clear records are kept of this equality analysis system in minutes of governing body meetings, providing evidence that governors have considered the Public Sector Equality Duty. All governors and staff are made aware of this requirement. All policies have a dated statement to show not only when the policy was last reviewed but that it was assessed for impact on protected characteristics.*

☑ Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance – which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

*The school has clear financial systems, with clear lines of accountability, terms of reference and minutes of finance meetings, showing clear strategic planning with regard to these separate streams of funding. The governing body monitors and evaluates the impact of funding on protected groups and can evidence that the funding has a direct impact on school improvement.*

☑ Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

*An equality policy is published. Minutes of governing body meetings demonstrate that equality issues have been discussed and addressed.  A calendar of events, demonstrates that the school is raising the awareness and understanding of people with protected characteristics. (Plus evidence from all other items listed above.)*

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## Setting Equality Objectives

**Audit**
- Set up an equality working group or committee
- Do an equality audit; use the checklist to help you make a list of issues you might need to address
- Gather and analyse information on pupils and staff by their protected characteristics as appropriate
- Seek the views of stakeholders
- Monitor other policies, considering the impact on pupil and staff by their protected characteristics
- Take the audit and information gathered to the committee responsible for equality; draw up a list of issues to address and prioritise these

**Set equality objectives and draw up a plan that will be part of the whole school improvement plan**
- Take each issue and set an equality objective that is measurable and specific
- Decide on action, who is responsible, when it will be completed and how it will be monitored and evaluated; there should be clear success criteria. Cost out plans. Publish on equality web-page

**Monitoring and Evaluation**
- Review the equality objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact on pupils and staff by their protected characteristics
- Report outcomes to stakeholders and publish on equality web-page.
- Schools will then need to update the published information at least annually and to publish objectives at least once every four years.

**Appendix B**

**Equalities Impact Assessments**

EIAs - Ofsted
Guidance & Forms.do

**Policies and procedures**

This policy, and any risk assessments and other documentation related to this, will be reviewed and updated annually or in the event of a change to school circumstances or relevant legislation.

Policy created by:

Date:

Policy reviewed by:

Date: