



Rainford Brook Lodge Primary School

Equality Policy, Audit and Action Plan

Responsible Committee

Full Governors

Last review date		Nov	2022
Next review date		Nov	2023
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

Equality Policy

INTRODUCTION

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

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our *school values*, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

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

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

Human Rights Act 1998

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

Education Act 2002 (Section 78)

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

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

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

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

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

The Children and Families Act 2014

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

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

Equality Act 2010

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

- Eliminate discrimination, harassment and victimisation

Equality Policy

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

Rainford Brook Lodge will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

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

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

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

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

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

In order to meet the Specific Duty, *Rainford Brook Lodge* will

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

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

Equality Policy

RESPONSIBILITIES

Governors are responsible for:

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

The Head Teacher is responsible for:

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

All staff are responsible for:

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

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

Equality Policy

Mr P Reece is responsible overall for dealing with reports of hate-incidents

Miss R Littler is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors and contractors are responsible for:

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

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

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

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

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

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

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

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

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

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

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

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

Equality Policy

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

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

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

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

There are some limited exceptions to this.

- *School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief*
- *With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably*

EMPLOYMENT

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

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

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

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

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

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

MONITORING AND ANALYSIS

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

- Pupil Admission

Equality Policy

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

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

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

EQUALITY IMPACT ASSESSMENT (EIA)

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

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

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

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan (*see Appendix 1 for template EIA*).

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

CURRICULUM EQUALITY ASSESSMENT

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

Equality Policy

REPORTING PROGRESS

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

The first annual report on progress against the Equality Policy and Action Plan will be produced by *July 2016*

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

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR (*Insert name of school*)

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how *Rainford Brook Lodge* will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Objectives

How to use the audit toolkit

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

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

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

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

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

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

Equality Impact Assessment Template for Schools

Rainford Brook Lodge School Equality, Accessibility and Cohesion Audit

Last updated:

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, audit and Equality Objectives	✓			Current policy, audit and objectives published	Update audit and policy on an annual basis and objectives at least once every 4 years	Mr Reece annual
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✓			Current policy, audit and objectives published on the school website	Update website annually	Mr Reece Annual
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	✓				Agenda item set and report to be agreed by Govs	Mr Reece Annual
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	✓			Discussions with relevant agencies and parents on most sensitive and suitable way forward with regard to RSE		
5. The importance of logging, analysing and acting on complaints about racial discrimination from pupils, staff and parents is understood.	✓			Staff aware of procedures from the Anti-Bullying policy both for staff and pupils Incidents of a racist behaviour communicated to Governors and logged on cPoms		Mr Reece Ongoing
6. Staff respond fairly and consistently to racially motivated incidents and keep a record of all reported incidents.	✓			processes in place to manage if occurred. Cpoms in place for reporting purposes		
7. School governors understand their general and specific duties under equality legislation, and take a lead in this area	✓			Approval of policies		

Equality Impact Assessment Template for Schools

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
8. Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.	√			<p>Policies and practice made available to all new staff</p> <p>Inclusion training for all staff</p> <p>Staff made aware of new guidance on sexual abuse and how relationships in primary school can contribute to this</p>		INSET day for most staff Sept 22 And new staff on appointment
9. Managers regularly use monitoring and assess the impact of policies to scrutinise pupil admissions, progress, attainment, exclusions and other key areas	√			<p>Tracking of attainment by all subject leaders focuses on key groups.</p> <p>Attendance monitored by key groups</p> <p>Admissions is administered by the LA</p>		
The context of your school						
10. Training on the Equality Legislation is given to all members of GB and school staff on the issues of equality, diversity and community cohesion.		√		<p>Updates given at Govn body meetings</p> <p>School staff made aware of relevant changes during staff briefings</p>		
11. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	√			Point 23 in Staff Code of Conduct.		
12. The make up the GB and staff reflects the community served by the school	√			Governorship is represented by a variety of governors eg parent, community, local authority, staff		
13. The SES contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere			√	<p>New format of SEF to include judgements on how well the school promotes these areas along with evidence – eg respect for other faiths through visits to places of worship;</p> <p>data for DAP and SEND</p>		Ongoing
Monitoring and impact assessment						
14. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation,	√			Arbour and Pay review documentation		

Equality Impact Assessment Template for Schools

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
and disability						
15. Monitored data is analysed to identify unjustifiable disparities and the possible causes.	✓			Assessment data analysed for known groups and their differences; Groups compared to national average using National comparative tools		Ongoing
16. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.		✓		Recent disparities in access to the curriculum and to the teacher have been addressed in school training	Teachers need to have more access to some children with SEN and TAs need to look at not inadvertently developing 'learned helplessness' and learning how to develop independence	All staff. Ongoing training
17. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)		✓		BSquared, Provision maps, case studies, Use of FFT tracking and external data	As use of BSquared is relatively new, embed the tracking of progress and embed this into discussions with SENDCo and in pupil progress meetings	All staff SENDCo By Summer 2022 and review with staff in Autumn 22
Sense of belonging						
18. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion		✓		School forum, British values planned for in assemblies, monitored by subject leaders	Ensure Digital Online Safety forms part of this	HT and teachers
19. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	✓			New intake meetings; class introductory meetings; SATs/Phonics workshops for parents; community links with Church		
20. The school works with parents of children with special educational needs as equal partners in their child's education.	✓			Consultations with parents re their child's IEP; timetabled opportunities for parents to meet/contact SENDCo		

Equality Impact Assessment Template for Schools

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Teaching learning and curriculum						
21. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics		✓		Recent changes to monitoring procedures has included the monitoring of British Values, equality and cohesion for all protected characteristics	Need to embed PSE (including new RSE and digital safety)	LR HG Summer '23
22. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓			Use of relevant external agencies; technology purchased to facilitate braille, CPD provided to staff, particular needs promoted in school to broaden children's understanding; staffing appointed where required; access to competitive sports which are either facilitated to accommodate or sports where participation lends itself eg Boccia		
23. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	✓			Relevant differentiation, particularly in Maths and English		teachers
24. The school implements appropriate group and individual intervention programmes to address learning difficulties.	✓			Interventions by both staff within the class and some activities eg sensory activities; dyslexia activities; additional reading		
25. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✓			Buddies on arrival; new arrivals mentioned in staff briefings; trial days offered; worry boxes		
26. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children		✓				
27. Governors are able to identify examples of reasonable adjustments made at the school	✓			Site committee discusses physical changes to the fabric of the building to accommodate needs where necessary; Curriculum committee look at progress of	Accessibilty Plan updated Aut 22	PR Aut 22

Equality Impact Assessment Template for Schools

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
				progress of groups and what is being done to support these. Visit by SEN Gov		
28. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	√			Headteacher reports on events, curriculum areas where these examples take place		
29. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	√			Curriculum committee is reported to on aspects of assessment and especially any significant disparities		
30. The governors are able to identify examples to show that individuals with a disability are not at a disadvantage against those without a disability	√			All Gobs can identify examples of either funding, staffing, procurement of equipment, adaptation to test material and differentiation have been adapted to ensure children are not at a disadvantage		
Equity and Extended Services						
31. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being		√		Personal Development are judged to be good and soon could be outstanding		
32. The governors know of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other schools • International links • Use of shared facilities • Opportunities for intercultural activities 	√			Partnerships are recorded in the Headteacher report		
33. The governors know how funds such as-Pupil Premium have benefited children.	√			Pupil premium review presented to Gobs annually and updates termly in Headteacher reports and in assessment discussions		
34. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing	√			Questions at HT interviews re community. Questions at all		

Equality Impact Assessment Template for Schools

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
a new head teacher and/or refer to these in setting objectives in performance management				interviews re partnerships.		

Appendix 1

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

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

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

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

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

a. All learners are of equal value

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

b. Relevant differences should be recognised

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

c. Workforce development

Equality Impact Assessment Template for Schools

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

- d. Positive attitudes and relationships should be fostered**
Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
- e. Society as a whole should benefit**
Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
- f. Current inequalities and barriers should be addressed and reduced**
In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.
- g. Policy development should involve widespread consultation**
People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

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

General Issues Include

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

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

Children and Families, Carers and Lone Parents Issues Include

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

Equality Impact Assessment Template for Schools

Sexual Orientation Issues Include

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

Disability Issues Include

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

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

Equality Impact Assessment Template for Schools

Curriculum Equality Assessment Template And Guidance