

# Single Equality Policy, Audit and Action Plan for

## *Wargrave C of E Primary School*



### **INTRODUCTION**

Wargrave 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 mission statement and school values, 'Inspire to guide, challenge and achieve'. To be a family orientated, caring community school where all children thrive and have the opportunity to exceed their potential through work and play 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 table identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

#### **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 Special Education Needs And Disability Act 2001**

The Special Education Needs And Disability Act 2001 sets a duty on schools and local authorities to

- Plan to increase physical and curriculum access for disabled pupil
- Provide and advertise parent partnership services
- Provide mechanisms for resolving disputes over SEN between parents and schools, without diluting the parents' right of appeal to the SEN Tribunal

### **Equality Act 2010**

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

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

Wargrave C of E 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.
- **Consult stakeholders** (*pupils, parents/carers/guardians and staff*) on their perceptions of equality within the school and build the results of consultation into the equality policy.
- **Assess and analyse** the impact of equality policies on pupils, staff, and parents/carers/guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, gender, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group. The Specific Duty of the Equality Act 2010 requires the publication of the results of this analysis, at least, annually.
- **Record all hate incidents** and report them to school governors on a regular basis (in line with the Government Guidance Document 2012, "Bullying - Guidance for Governing Bodies and School Leaders").
- **Audit and monitor** curriculum teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- **Reasonable Adjustments** the school will take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial

disadvantage. This duty applies to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- Deciding who is offered admission as a pupil
- The provision of education
- Access to any benefit, service or facility.

- **Special Educational Needs duties** the school will [not treat disabled pupils less favourably](#) than non disabled pupils, [and to](#) make reasonable adjustments to [avoid putting disabled pupils at a substantial disadvantage](#). The School will ensure that it has [prepared](#) an [accessibility plan](#) to increase [accessibility for disabled pupils](#). This plan must cover: the physical environment; the curriculum; and written communication ([the Planning Duty](#)). Where this plan has been completed the School will review its position in relation to the Planning Duty at least once a year.

**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, Wargrave C of E will
  - Publish sufficient information to demonstrate compliance with the general equality duty across its functions by 6 April 2012, and annually after that, from the first date of publication.
  - Prepare and publish equality objectives by 6 April 2012, 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 (ethnicity)
- Religion
- Sexual orientation

However, age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

## RESPONSIBILITIES

**Governors** are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
- Ensure that school functions and policies are equality impact assessed to demonstrate compliance with equality legislation.
- Ensure that an equality assessment of the curriculum has been completed.
- Monitor the school's Equality Policy and SEN Accessibility Plan at least once annually to ensure that their procedures are being followed.

**The Head Teacher** is responsible for:

- Producing, implementing and maintaining the school's
  - Equality Policy
  - Special Educational Needs Accessibility Plan
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring the school has a anti discrimination policy for dealing with and reporting hate incidents
- 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
  - Equality assessment of the curriculum
- Completing of the community cohesion audit and self assessment
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school
- Publishing information to demonstrate compliance with the general equality duty across its functions by 6 April 2012, and annually after that, from the first date of publication
- Prepare and publish equality objectives by 6 April 2012, to demonstrate how the general equality duty will be met
- Revising and reviewing the School's Equality Policy and Plans every three years and report on progress annually to Governors
- Making sure the school equality policy and its procedures are followed
- Making sure the equality policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them
- Producing regular information for staff and governors about the plans and how they are working
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability and religion

**All staff** are responsible for:

- Dealing with all hate-incidents
- Advancing equality of opportunity and fostering good relations
- Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, gender, gender reassignment, pregnancy and maternity; and marriage and civil partnership
- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school

**Teaching Staff** are responsible for

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models
- The Headteacher is responsible overall for dealing with reports of hate-incidents
- *The Headteacher* is responsible overall for Special Educational Needs

**Visitors and contractors** are responsible for:

Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, gender, gender reassignment; marital or civil partnership status, pregnancy and maternity.

## DEFINITION OF DISCRIMINATION

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 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. However, unwanted conduct related to any of these protected characteristics that results in a pupil being disadvantaged would constitute direct discrimination.

**Victimisation**, which 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 WITH REGARD TO PUPILS**

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

## **EMPLOYMENT**

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

We will not discriminate in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination 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 ensure that it sends employment equality monitoring data to the Human Resources Section of the Children and Young People's Service, in a format specified by that agency.

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
- Success rates of job applicants
- Take-up of training opportunities
- Applications for promotion and success rates
- Applications for flexible working and success rates
- Return-to-work rates after maternity leave

- Grievance and dismissal
- Other reasons for termination like redundancy and retirement
- Length of service/time on pay grade, and
- Gender pay gap information
- Pay gap information for other protected groups.

## **CONSULTATION**

We will consult with pupils and staff, parents, carers, and guardians, including disabled people and members of different racial minority communities, people from both sexes and people from all sexual orientations to identify what their opinion is in terms of the schools equality and cohesion performance. The outcome of this consultation will be reported to the school governors and the stakeholders involved. Any identified improvements will be included in the School's Improvement Plan

## **MONITORING AND ANALYSIS**

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

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Governor Profile
- Complaints
- All 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 will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our 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 will be 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.

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

## **EQUALITY AND COHESION CURRICULUM AUDIT CHECKLIST**

The School will develop a curriculum audit tool. This will ensure that each member of teaching staff will use inclusive and positive images of a diverse community and examples that promote good community relations. They 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 not do

## **REPORTING PROGRESS**

School Governors will monitor the School's Single Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Single Equality Policy 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 Single Equality Policy and Action Plan will be produced by Autumn 2015

The Single Equality Policy and Action Plan will be reviewed every three years.

**Reviewed and Ratified: May 2015 to be reviewed May 2018**



## **EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR Wargrave C of E Primary School**

### **Equality, Diversity and Community Cohesion Audit and Action Plan**

This audit will identify and set out how Wargrave C of E 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, Diversity and Community Cohesion Audit should be reported to the school governors and the tasks and priorities identified should be used to develop a Single Equality Policy Action Plan for the School. School Governors should monitor progress against the actions within the Single Equality Policy Action Plan at least quarterly.

### **How to use the audit toolkit**

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

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

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

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

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

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools single 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.

**Wargrave C of E Primary School Equality, Diversity and Community Cohesion Audit.**

Last updated: May 2015

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
<b>The context of your school</b>					
The governing body (GB), staff and other stakeholders have defined what “equality, diversity and community cohesion” means to them		✓		GB and staff meeting discussions Equality Statement Agreed	<b>Continue to express the values for living through assemblies, displays, PSHE lessons and the ethos of the school.</b>
Training is given to all members of GB and staff on the issues of equality, diversity and community cohesion			✓	Governors will attend local authority governor training 2017-18.	<b>Be involved as strategic partners in the Teaching School Alliance.</b>
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	
The SES contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere	✓			All judgements made and evidenced. SES updated at least annually including a section on wellbeing.	<b>Governors given copy of updated SES.</b>
<b>Legal compliance</b>					
School governors understand their general and specific duties under equality legislation, and take a lead in this area	✓			Approval of policies	<b>Ensure all governors have access to policies and those who want to can access them website.</b>
Managers regularly use monitoring and assess the impact of policies to scrutinise pupil admissions, progress,	✓			Tracking of attainment for all groups is a key focus of our work. New Pastoral Leader with	<b>Pastoral Leader responsible for ‘vulnerable pupils’ produces termly report, monitors impact of work and</b>

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
attainment, exclusions and other key areas				responsibility for vulnerable pupils.	<b>acts upon findings.</b>
The importance of logging, analysing and acting on complaints about racial discrimination from pupils, staff and parents is understood.	✓			No complaints but processes in place to manage if occurred. Local Authority policy has been adopted by the school.	<b>Ensure all staff are aware of procedures.</b>
Staff respond fairly and consistently to racially motivated incidents and keep a record of all reported incidents.	✓			No complaints but processes in place to manage if occurred.	<b>Ensure that the procedures are robustly in place if it happens. SLT calendar provides time to monitor incidents.</b>
Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.	✓			Induction materials given to all new staff.	
The school has an up-to-date, user-friendly equality policy that covers all equality strands and functions and is linked to an action plan.	✓			In this document.	
The policy is publicly available, easy to access and can be made available in different formats or languages.	✓			This document is made publically available through the website	<b>To ensure this is kept up to date. The policy to be made available in different formats if requested.</b>
The policy is understood and supported by governors, staff, pupils and parents	✓			All policies available and adopted. Staff and GB minutes support this evidence.	
The policy is regularly reviewed in consultation with governors, staff, pupils, parents and groups representing the different equality strands.	✓			Focus groups and questionnaires are used to consult.	

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
<b>Monitoring and impact assessment</b>					
The school has an accurate, up-to-date profile of its pupils, staff and governors by ethnicity, gender and disability (religion and sexual orientation are optional).	✓			Yes	
Monitored data is analysed to identify unjustifiable disparities and the possible causes.	✓			Equalities monitoring information completed after each recruitment.	
The results of monitoring and impact assessment are published and discussed and inform INSET priorities, curriculum reviews and school development planning.	✓			Results of this audit are built into the SIP where necessary.	<b>Inform parents about the publication of this scheme on our website.</b>
<b>Sense of belonging</b>					
There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	✓			School Council Class Charters / Golden Rules Home School Agreement Vision & Values Statement and aims Health and Wellbeing Week	<b>Continue to promote these ideas as they make a strong impact on the ethos of the school.</b>
Staff and governors know what is expected from them and what they can expect in return as expressed in codes of conduct, staff handbooks and policies		✓		Staff Governors sign for policies. Governors formally approve policies. Staff handbook is annual agenda item for INSET. Code of Conduct.	
GB meetings illustrate that the school has been made aware of and has responded to community views	✓			Stakeholders are asked to respond to school self-evaluation and therefore school improvement planning.	<b>Continue with the self evaluation cycle that includes all stakeholders.</b>

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
Wargrave C of E Primary School**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
The school has considered its role in serving the needs of groups new to the community and has worked with others to meet these needs	✓			New Intake Meetings / Transition strength of the school. Stay and Play Session for parents Workshops for Parents Community Links with Heyswood / Church	<b>Continue to provide stay and play sessions for parents.</b> Develop community links further
<b>Teaching learning and curriculum</b>					
Governors and staff have evidence that curriculum activities promote shared values and build children's understanding of diversity	✓			Mission statement and aims revisited. Home/School Agreement Golden Rules Termly Class Curriculum Overviews	<b>Promote further the equality issues of disabled people</b>
The school has adapted schemes of work to meet the needs of its pupils in terms of cultural diversity	✓			PSHE curriculum Around the World Week Library Visits / Stories from other cultures Multicultural books have been purchased EYFS stay and play sessions Meetings with pre school providers for continuity of care Use of SEAL resources Miss Dorothy.com	<b>Assess the impact of the review of the RE Curriculum as there is a new St Helens Agreed Syllabus.</b>
Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly	✓			Pupils who enter Wargrave C of E have an excellent success rate of settling and achieving well.	

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
				Playground Buddies	
Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children		✓		An impact inclusion tool is used to ascertain value for money. Pastoral Leader	Termly report meeting with Governor DH and SLT.
The GB is aware of and has views on the way the locality shares resources for children with EAL		✓		The school uses EAL resources when required.	
Governors are aware of levels of pupil mobility and how the school addresses these	✓			Pupil mobility is very low but governors are informed of why pupils leave and when new pupils enter school.	
Governors and staff comment on the advantages of diversity within their community as well as tackling the challenges it presents	✓			Governors celebrate diversity by attending school events such as family assemblies.	
The governors are able to identify examples to show that individuals with a disability are not at a disadvantage against those with out a disability	✓			Medical / disabilities fully included Children with autism Disabled parents/governors access to events and the premises Children with specific dietary needs are catered for and included. Disabled Toilet Facilities Sunshine / Community room kitchen	
The governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	✓			Assembly calendar RE curriculum Visitors Subject Leaders attend Gov Meetings	<b>Subject Leads to attend Gov Meeting 2017-18.</b>

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
Wargrave C of E Primary School**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
The staff can provide examples where they have challenged assumptions and addressed sensitive and controversial issues around all of the equality strands e.g. disability, race, gender, sexual orientation etc.	✓			Children with medical needs can be fully included. All children can have access to sport.	<b>Miss Dorothy.com</b> <a href="http://www.missdorothy.com/learning/">http://www.missdorothy.com/learning/</a>
<b>Equality, Diversity, Cohesion and Excellence</b>					
The GB knows how the school tracks relative underachievement by particular groups and how successful this has been	✓			Curriculum and Inclusion committee look at inclusion termly. All children perform to the best of their ability and are successful including those identified in the equality groups.	
Excluded or self excluded pupils are successfully re-integrated				Rarely needed at Wargrave C of E. Nurture Group started 2014	<b>Continue to be pro-active in supporting individuals with challenging behaviour to make positive choices.</b>
Approaches are in place to deal with prejudice, discrimination, bullying or harassment and, if used, have been successful	✓			Policies, systems, procedures are fully in place. Pro-active in anti-bullying.	<b>Look for Loneliness Scheme.</b> <a href="http://www.lookforloneliness.co.uk/">http://www.lookforloneliness.co.uk/</a>
Staff have monitored discipline and exclusion patterns to highlight particular groups and have discussed these with the GB	✓			Termly report to governors from Headteacher.	<b>Incident books monitored for patterns in particular groups.</b>
The GB, senior staff and admin staff have been made aware of the school admissions code and its role in promoting equality, diversity and community cohesion	✓			All policies formally approved. Local Authority admissions policy adopted.	

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities
Equity and Extended Services					
The SES contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓			Judgement of good	
The governors know of the impact of: * Partnership arrangements with other schools * International links * Use of shared facilities * Opportunities for intercultural activities	✓			Geography Mark Community Cohesion	
The governors know how funds such as Extended Schools Sustainability Funding have benefited the children	✓			Finance committee scrutinises budget monitor termly. Sustainable, self financing extended schools programme in place.	
The governors can provide examples of speaking up as a body about barriers to equality, diversity and cohesion in the community		✓			<b>Continue to add to activities that promote a positive ethos aiding community cohesion.</b>
The governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	✓			Question at headteachers interview in 2013 regarding parental partnerships. Questions at all interviews for any new staff around partnerships and community.	



# Equality Impact Assessment

## Appendix 1

**Title of Policy, Decision, Practice or Programme:**

**Department:**

**Responsible Officer:**

**Date Completed:**

**Date Review Required:**

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

All policies
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2. **Impact upon different sections of the School / Community / Staff Groups:** 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.

### Checklist – Impact upon different sections of the School/Community/ Staff Groups

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment;

Equality strand	People and aspects included
Age	Young, old and middle aged people.
Disability / Special Educational Needs	Disabled people and pupils may have physical, mental, or sensory, visible or non-visible impairment. People who are carers for a disabled person.
Gender / Sex	Men, women, flexible working and equal pay concerns.
Human Rights	<p>Any interference with an individual's rights must be proportionate to the intended aim and must not be arbitrary or unfair.</p> <p>Where the school is faced with the necessity to limit or restrict an individual's human rights the decision will only be taken if the interference can be justified in accordance with the law or is necessary in the interests of:</p> <ul style="list-style-type: none"> <li>National security,</li> <li>Public safety or the economic well-being of the country,</li> <li>The prevention of disorder or crime,</li> <li>The protection of health or morals,</li> <li>The protection of the rights and freedoms of others.</li> </ul>
Pregnancy and maternity	It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.
Race / Ethnicity	People from the various racial groups contained within the census. This could include, for example, British Chinese people; British Asians or Black Britons; Travellers, Gypsies, Roma; those who are of Caribbean origin; people of mixed heritage or parentage; White Irish communities; and people of nationalities outside of Britain who reside here.

## Equality Impact Assessment

Religion or belief	People who have a religious belief; people who are atheist or agnostic; people who have a philosophical belief that affects their view of the world.
Sexual orientation	Heterosexual and bisexual men and women, gay men and lesbians.
Transgender	People who are thinking of, have started the process of or have undergone gender reassignment

**Department for Children, Schools & Families seven principles:** These seven principles, derived from the duties set out in relevant equality legislation and the duty on schools to promote community cohesion, should be considered when conducting the EIA.

- a. *All learners are of equal value,*  
All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.
- b. *Relevant differences should be recognised,*  
Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.
- c. *Workforce development,*  
Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.
- d. *Positive attitudes and relationships should be fostered,*  
Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community
- e. *Society as a whole should benefit,*  
Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.
- f. *Current inequalities and barriers should be addressed and reduced,*  
In addition to 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.

## Equality Impact Assessment

- 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 – improving attitudes and values.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. twin towns (this has its own section within the table).

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

### **Children and Families, Carers and Lone Parents Issues Include**

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

### **Sexual Orientation Issues Include**

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

### **Disability Issues Include**

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Follow the Code of Practice on the Identification and Assessment of Special Educational Needs.

*Please indicate in the table below how the needs of different community or staff groups were identified and taken into account in relation to the policy, decision or function.*

## Equality Impact Assessment

Equality Strand	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues	There are no major issues.	From a discussion with people representing the physically disabled, Muslim and medically disabled community the overall picture of life at Wargrave is excellent. No one felt bullied or treated inequitably because of being part of a minority group. They were able to think of lots of examples of school being pro-active in this respect such as cyber bullying themes, anti-bullying week, buddy stop, Around the World Week.	See below	
Age	Children are aware of equality issues affecting this strand.	Through PSHE lessons and activities.	Review PSHE programme and introduce Miss Dorothy.com scheme to KS2	KS2 chn to complete by July 2018
Disability including Accessibility Plan from property access audit report	<p>We do not always see positive images of minority groups.</p> <p>Do we know enough about people in minority groups who inspire us?</p>	<p>Children, parents and visitors see the positive images of groups around school and equality is celebrated.</p> <p>Include in assembly calendar.</p>	<p>Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.</p> <p>Ensure calendar is updated annually.</p>	<p>Complete by March 16</p> <p>Introduce Nov 17 and annually thereafter.</p>
Gender	Children are aware of	Through PSHE lessons and activities.	Review PSHE programme	All KS2 chn

## Equality Impact Assessment

Equality Strand	Issue	How will this be taken into account?	Action	Date to be actioned by
	equality issues affecting this strand.		and introduce Miss Dorothy.com scheme to KS2	to have completed first year by July 2018
Race	We do not always see positive images of minority groups.  Do we know enough about people in minority groups who inspire us?	Children, parents and visitors see the positive images of groups around school and equality is celebrated.  Year 4 class to produce a project on people who inspire us. Work to be displayed.	Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.  Year 4 teacher to plan a unit of work focussing on inspirational achievers.	Introduce November 17 and annually thereafter.
Carers	Young carers need support in school.	At the moment we have 5 children who fall into this category, our Pastoral Leader would identify anyone needing support.	Pastoral Leader / SLT responsible / teacher to report and action.	September 2017
Religion or Belief	We do not always see positive images of minority groups.	Children, parents and visitors see the positive images of groups around school and equality is celebrated.	Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.	
Sexual Orientation	The term 'gay' is used as offensive.	Through SRE lessons and the PSHE curriculum through the church.	Miss Dorothy addresses this strand of name calling in upper KS2	Starting Spring 18 and each

## Equality Impact Assessment

Equality Strand	Issue	How will this be taken into account?	Action	Date to be actioned by
				year thereafter
Community Cohesion	We do not always see positive images of minority groups.	Children, parents and visitors see the positive images of groups around school and equality is celebrated.	Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.	

### 3. Indirect discrimination

**Are there any rules or requirements in the policy / decision that:**

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

Yes / No

Please list the rules or requirements that apply

#### Checklist – Example for question 3

A policy requirement that ‘only female staff clean female toilets’ is a rule that excludes male staff and is to their disadvantage from an employment perspective, but this rule can be justified on the grounds of privacy or decency.

In contrast a change in policy that proposes a new regime that ‘all staff must work the nightshift on a rotating basis’ is the type of policy change that has been judged in case law to discriminate indirectly against women.

Statistics show that women are still the main carers within society. Because of this a considerably smaller number of women will be able to meet the nightshift requirement. The proposed change is to women’s disadvantage from an employment perspective. Finally, this is unjustified, as the Equality Act 2010 states that flexible working alternatives should be considered in all such proposals.

### 4. Publishing the results of the assessment:

**Decisions** This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

**Policy** This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

**Practices and Programmes** The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.

## Equality and Cohesion Curriculum Audit Checklist

Enabling the learner to:	How is (or could) this taken into account	Actions
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	Annual assembly calendar SEAL PSHE curriculum	
2. Respect different points of view, recognising and respecting different viewpoints.	PSHE curriculum School Council meetings	
3. Experience and celebrate cultural diversity	Visits and visitors Around the World Week RE Curriculum	Plan a cultural entitlement across the school.
4. Recognise commonalities shared by people from diverse and different backgrounds	PSHE curriculum R.E. curriculum History and Geography curriculum Links with different schools	Continue to explore further links with local, national and international schools.
5. Appreciate culture in St. Helens.	Topics on local area Visits to local places of interest Environmental improvements to local area Eco Week	Display local work done
6. Recognise and challenge abuses, discrimination and injustice.	Children are reminded regularly about rules and policy. They are encouraged to tell.	Celebrate our values for living

Using the teaching programme to promote	How is (or could) this taken into account	Actions
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## Equality and Cohesion Curriculum Audit Checklist

Using the teaching programme to promote	How is (or could) this taken into account	Actions
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	Individual education plans or care plans are drawn up and lessons adapted as needed.	Keep these up to date through SENCo
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	All incidents of hate are reported to the headteacher directly or indirectly by another pupil or adult. Incidents are logged and reported to the local authority.	Monitor logs
3. The appropriate use of translation and interpretation.	Local Authority policies are available in different forms.	Make this service available upon request.
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Posters to be displayed around school featuring positive images of diversity.	
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany)	.	Partnership with schools in other localities / countries
6. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	Taking part in Boccia tournament for able and disabled bodied pupils.	Celebrate the Paralympics legacy.
7. An awareness of the support needs for children that are carers	We are aware of the service for Young Carers	Use the service when need is apparent.
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Using correct names.	
9. A recognition that people can suffer discrimination by association – e.g. children	Year 5 and 6 SRE Education programme through the church. If pupils bring this up it	

## Equality and Cohesion Curriculum Audit Checklist

Using the teaching programme to promote	How is (or could) this taken into account	Actions
who have same sex parents, carers or relatives	is dealt with sensitively.	
10. Positive images and a positive attitudes towards disabled people	Posters Attending special school events Prioritising accessibility for disabled people	