



# EQUALITY POLICY & SINGLE EQUALITY SCHEME

## 2020 - 2024

Approved by <sup>1</sup>	
Name:	Mr Les Hall
Position:	Chair of Governors
Signed:	
Date:	
Proposed review date <sup>2</sup> :	November 2021

<sup>1</sup>The Governing Body/Academy Trust are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup>Part 2 of this Policy (information to demonstrate compliance with the Public Sector Equality duty) will be reviewed, updated and published annually. Equality Objectives (Part 3) will be prepared and published at least every 4 years.

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	June 2012
Version 3	Reformatted only	February 2014
Version 4	Adopted by School as Policy	November 2014
Version 5	Included up to date data	October 2015
6	Updated with information on what must be published on the school website and timescales for publication	September 2018
7	Reviewed – links checked	October 2019

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## SINGLE QUALITY STATEMENT

To meet the requirements of the Public Sector Equality Duty, this school is required to consider how our policies, practices and day-to-day activities impact on pupils and staff. We are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations.

At South Walney Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are part of the work of our school, particularly in relation to creating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making appointments.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusivity. We will tackle discrimination by the promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At South Walney Junior School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and selection practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

Part 2 of our Single Equality Scheme (information to demonstrate compliance with the public sector equality duty) will be reviewed, updated and published annually with the subsequent objectives (Part 3) being prepared and published at least every 4 years.

<b>Signed:</b>	<i>(Head teacher)</i>	<b>Date:</b>	
<b>Signed:</b>	<i>(Chair of Governors)</i>	<b>Date:</b>	

## **PART 1- SINGLE EQUALITY SCHEME**

### **1. Aims of the Single Equality Scheme**

- To articulate this school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

### **2. Purpose of the Equality Scheme**

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and our objectives with appropriate timescales for the future
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

### **3. Planning to Eliminate Discrimination and Promote Equality of Opportunity**

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need (see Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

The Objectives and action plan complement and refer to the school's Accessibility Plan as it sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Governors, staff and others in the community.

Our Single Equality information report and our objectives are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

#### **4. Roles and Responsibilities for Implementing the Single Equality Scheme**

##### ***The Governing Body***

The Governing Body will:

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish that the action plans arising from the Scheme are part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objectives and action plan /school development plan at least every 4 years.

##### ***The Head teacher***

The role of the Head teacher or other senior leader is to:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the SLT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;

- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the Whole School Behaviour Policy and procedures;
- report any incidents of racism in accordance with the Equality Act;
- deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc.

### ***All Staff: teaching and non-teaching and Other Adults involved with our School***

All staff, both paid and unpaid are required to:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

### ***Pupils***

Pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within our school promotes understanding and supports pupils who are experiencing discrimination.

## **5. School Aims Statements**

### ***Staffing and Employment***

South Walney Junior School complies fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- 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;



- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure 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;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

### ***Pupils' Attainment and Progress***

South Walney Junior School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### ***Curriculum Development and Delivery***

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

### ***Pupil Welfare and Pastoral Care***

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Management Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

### ***The Quality of Provision – Curriculum and Other Activities***

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils who are undergoing gender reassignment
  - pupils with special educational needs
  - pupils with a disability
  - pupils who are looked after by the Local Authority
  - pupils who are at a risk of disaffection and exclusion
  - lesbian, gay or questioning young people
  - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;

- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

### ***Behaviour and Attendance***

South Walney Junior School expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy and Procedures.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying, including cyberbullying and sexting and harassment, including that related to racism, disability, sexism and homophobia, are dealt with promptly, firmly and consistently. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;

- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

### ***Partnership with Pupils, Parents, Carers and the Wider Community***

South Walney Junior School have established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEND is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

### ***Leadership and Management***

South Walney Junior School have a clear admissions policy and procedures which are in line with those issued by Cumbria LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;

- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level where possible, etc.

### ***Linguistic Diversity***

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

### ***Gender Equality***

South Walney Junior School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

### ***Admissions and Exclusions***

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

## 6. PART 2 - South Walney Junior School – Single Equality Information to demonstrate compliance with the Public Sector Equality Duty

### 1. Our School Profile

South Walney Junior School is a medium sized school with 192 pupils (Oct20), 95 boys and 97 girls. The children come from a variety of social – economic backgrounds. The percentage of pupils eligible for free school meals is 16% (Oct20). Few pupils come from deprived backgrounds however some pupils experience social-emotional difficulties due to family break up, domestic violence, alcohol abuse, mental health problems and material hardship.

Parents are attracted to our school because of its reputation and its extended school facilities. We have a breakfast club which operates from 7.30a.m. each morning and an after-school club which operates to 6.00pm each evening in the school house on site. Over an average week, the breakfast club is full and the after-school club has a consistent number of children attending.

The percentage of pupils from minority ethnic backgrounds is well below the national average. All staff and governors are of White British origin. The School Council consists of representatives from each class in school and its membership varies from year to year.

The school population is relatively stable with a small number of pupils leaving or joining the school at times other than the normal start or end of the academic year. The school has a good rate of attendance. The school's attendance data for Autumn term 2019 (95.51%) & Spring term 2020 (97.0%). Persistent absentees (Jan20-Mar20) are 9.42%, similar to the National Average of 9.6%. Our Pupil premium children have a school attendance of 95.34% (non Pupil Premium children have an overall attendance of 96.29%) as of Spring 2020 data and the SEN children have an attendance of 95.5% (no SEN support attendance figures is 96.21%), as of Spring 2020, this is something we are trying to improve through our school's action plan.

Disabilities within school include moderate learning difficulties; ADHD; ASD; Visual Impairment and physical impairment; Specific learning difficulties; Speech language and communication; Social emotional and mental health; and there are currently 41 children in school with 1 or more of these disabilities. The percentage of pupils with SEN is 20.3% and pupils with Statement or EHC plan is 4.2%. The percentage of our school's population who have an Early Help Assessment is 12%.

Despite these difficulties, the school's Ofsted Inspection report of June 2017 stated:

*'Your vigilance, and that of your staff, around the care and support of vulnerable pupils is of the highest standard. This is a real strength of your school.'* *'Staff and governors are rightly proud of their school and ambitious for their pupils. These positive views are shared by parents and grandparents. They said that you hold the well-being of each pupil in high regard and have created an environment where pupils can flourish.'*

The children at South Walney Junior School do well in comparison to their peers in other parts of the country where attainment is in line with the National Averages in Reading, Writing and Mathematics. However some of our children face real challenge and disadvantage due to individual family circumstances and school is fully committed to reducing inequalities and disadvantage for its identified vulnerable groups. A number of our pupils at South Walney Junior School are supported by our school's school nurse/ counsellor worker.

We have never had problems attracting staff and currently have a full teaching staff complement.

Unfortunately the nature of the school site means that parts of the school are not fully accessible for anyone with mobility impairment. Steps lead to the Year 6 corridor and classrooms, while the entrances to the playground and school field have steps due to the sloping nature of the school site. Due to a lack of space at ground floor level, three small group rooms are situated upstairs. School does have disabled toilet facilities for visitors. As there is a strategic facility for children with physical/medical needs nearby, no children with mobility impairment currently attend the school. Should this situation change in the future, school would work closely with the LA to adapt the building to provide appropriate access and facilities.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we arrange to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has recently improved the ramp leading towards the

playground enabling access to any wheelchair users. Our reception area is accessible to disabled people and we have recently widened the doorway into the headteacher's office.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

## 2. Disability Equality Duties

South Walney Junior School's commitment to disabled pupils, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially. There are currently no disabled members of staff or governors at the school. However the school's recruitment policy welcomes applications from disabled candidates, and follows Cumbria County Council guidelines whereby disabled applicants who meet the essential criteria for a post are guaranteed an interview. School is fully committed to ensuring equality of opportunity for disabled applicants in all aspects of its recruitment policy and practice.

Disabilities amongst children in school include moderate learning, ADHD, ASC, Hearing Impairment and physical impairment. Our children participate fully in life across the school both in terms of the curriculum and the extra-curricular activities offered. No child is excluded from activities or responsibilities due to their disability. Individual children are elected to posts of responsibility e.g. School Council by the children as a whole rather than as representatives of specific groups. Disabled pupils have been elected to posts of responsibility in the school e.g. prefects; librarians but with so few disabled pupils in school this does vary from year to year.

The school's tracking of pupil achievement and attainment has shown that in general disabled pupils make good progress across all areas of the curriculum. Adaptations to the curriculum and quality support from experienced and skilled staff ensure they succeed in achieving targets set and make good progress in terms of previous attainment.



The school's Ofsted Inspection report of June 2017 stated:

'[activities] reinforced the school's focus on British Values. Pupils told me they understand the importance of living in a democratic society and respecting those who have different views from them.'

School is committed to developing links with disabled groups in the local area to raise pupils' awareness of the difficulties faced by disabled people and of the importance of ensuring equality of opportunity for all people. School will consult with families and local disabled groups in developing the school environment to improve access and facilities for disabled children and adults.

## School's Performance on Disability and Attainment

The table below show the levels of attainment and progress for the different groups of children in our school. Taken from the 2018 Analyse School Performance.

### Key stage 2 reading, writing and maths by pupil group

Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	59	78	64	10	10
Male	32	72	61	13	8
Female	27	85	68	7	12
SEN with statement or EHC plan	3	33	64	0	10
SEN support	7	29	64	0	10
No SEN	49	88	74	12	12

### Key stage 2 reading by pupil group

Breakdown	Reading progress		Reading attainment						
	Cohort	Score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	59	2.98	59	95	75	31	28	107.3	105.0
Male	32	3.97	32	97	72	38	24	108.5	104.2
Female	27	1.81	27	93	79	22	32	105.9	105.9
SEN with statement or EHC plan	3	0.78	3	67	75	33	28	107.0	105.0
SEN support	7	5.51	7	86	75	14	28	103.4	105.0
No SEN	49	2.76	49	98	83	33	32	107.8	106.3

### Key stage 2 writing by pupil group

Breakdown	Writing progress		Cohort	Writing attainment			
	Cohort	Score		Achieved the expected standard		Achieved a greater depth	
				School %	National benchmark	School %	National benchmark
All pupils	59	1.19	59	81	78	19	20
Male	32	0.09	32	75	72	16	15
Female	27	2.49	27	89	84	22	25
SEN with statement	3	-4.46	3	33	78	0	20

### Key stage 2 writing by pupil group

Breakdown	Writing progress		Cohort	Writing attainment			
	Cohort	Score		Achieved the expected standard		Achieved a greater depth	
				School %	National benchmark	School %	National benchmark
or EHC plan							
SEN support	7	-1.05	7	29	78	0	20
No SEN	49	1.85	49	92	88	22	23

### Key stage 2 maths by pupil group

Breakdown	Maths progress		Maths attainment						
	Cohort	Score	Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
				School %	National benchmark	School %	National benchmark	School	National benchmark
All pupils	59	1.63	59	85	76	25	24	105.7	104.4
Male	32	3.31	32	84	75	38	26	106.4	104.6
Female	27	-0.36	27	85	76	11	22	104.7	104.1
SEN with statement or EHC plan	3	9.83	3	100	76	33	24	107.0	104.4
SEN support	7	-2.43	7	43	76	14	24	101.4	104.4
No SEN	49	1.71	49	90	84	27	27	106.0	105.6

### What impact have we already had on disability equality in our school?

Adaptations to the curriculum for disabled pupils e.g. hearing impaired, partially sighted improved the school's provision for individual pupils and as a result pupils with disabilities enjoyed equal opportunities and made good progress. They held positions of responsibility e.g. School Council, prefects and were fully involved in school activities and events. Disabled people from the local community provide positive role models for pupils.

### 3. Racial Equality Duty and Community Cohesion

South Walney Junior School recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

As our school population is predominantly of white British ethnicity it is essential that school develops children's understanding of and respect for the cultural richness and diversity of modern British society. At present there are approximately 50 different ethnic groups in Barrow but school's data shows that 99% of our school population is white British whilst 3% have not stated their ethnicity. In order to improve children's understanding of different ethnic groups in the area, school has been closely involved in multicultural community events celebrating local groups and their traditions e.g. Chinese New Year; multicultural week; religions festivals from different religions. School is also working to improve pupils' knowledge of the cultural richness and diversity of Britain and the world beyond by developing curricular opportunities for the study of a range of UK and Global communities e.g. European Day of Languages ( France, Spain, Belgium); Learning about French life and customs through the French curriculum; Year 3 Florida; Year 4 Jungles & York Study (including a visit); Year 5 Rivers & Climate Change; Year 6 Mountains, Britain's National Parks & the Bolton Faith Trail. Each year group has used this work, along with the support of outside organisations, to develop links with a school in the other community. Visitors with different religious/cultural/ethnic backgrounds are invited into school each year to share their experiences and beliefs. In Y6, a questionnaire is completed by the children at the start of this work and the survey is repeated to assess the impact of developments on children's knowledge and understanding.

#### School's Performance on Ethnicity and Attainment

The table below show the levels of attainment and progress for the different ethnic groups in our school. Taken from the 2018 Analyse School Performance.

Key stage 2 reading, writing and maths by pupil group

Breakdown Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
	School %	National benchmark	School %	National benchmark
All pupils	59	78	64	10
Male	32	72	61	8

## Key stage 2 reading, writing and maths by pupil group

Breakdown Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
	School %	National benchmark	School %	National benchmark
Female	27	85	68	7
English first language	59	78	64	10
English additional language	0	N/A	64	N/A

## What impact have we already had on race equality in our school?

The school uses its work in PSHE and Citizenship to develop positive attitudes and respect for different ethnic communities, to discourage stereotyping and to address issues of racial equality and discrimination. It also uses assemblies and P4C to allow children to discuss and explore racial inequality and to find ways of overcoming barriers and prejudice. School has invited visitors from diverse ethnic backgrounds into school to share their traditions and beliefs with the children. Throughout this work similarities between the different communities as well as differences have been highlighted to ensure the children develop a sense of our common humanity. Training for staff in racial equality has enabled them to lead the work in school to improve children's understanding and respect for different ethnic groups and as much of the work to develop links in the local community and beyond is in its early stages it remains a priority for continued school improvement. School regularly monitors pupil attitudes and behaviour and takes strong action against any incidents of racism. Incidents of racial prejudice or abuse are fortunately very rare in school. Children feel a great sense of injustice and outrage at any incidents of intolerance or prejudice and report their concerns immediately so that they can be dealt with promptly.

The results of the follow up the questionnaire handed to Y6 pupils showed improvements in children's knowledge and understanding of the cultural richness and diversity of modern Britain and the world beyond. It will be repeated at regular intervals to ensure the children continue to develop their awareness and understanding of the importance of challenging racism and of ensuring equality.

## 4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

## What are the key issues for our school?

The key issues for our school, centre on children's aspirations, parental expectations and economic well being. School is committed to equipping children with the skills needed for future economic well being and to raising the aspirations of all pupils. However a key focus has been the achievement of girls in mathematics. In general boys outperform girls in mathematics and school have previously been involved in the "Girls and Maths Project" to boost confidence and performance. Alternatively, we have also been involved in Boy's writing projects. Strategies and teaching methods from both these initiatives have been incorporated into teachers planning and delivery. School has also provided guidance for parents in understanding age related expectations for attainment and in helping children with homework – there are homework clubs after school to provide children a place to study. Various initiatives to involve parents in their children's learning include: Subject evenings e.g. mathematics have been held for parents to explain any changes in the curriculum and to provide guidance sheets for working with children at home; shared parent and pupil revision clubs for

maths and grammar; 'Book and a biscuit' reading activities; parents are invited to Learning Assemblies; Family Learning group is now embedded as an extra provision.

### School's Performance on Gender and Attainment

The table below compares the progress and achievement of gender in our school. Taken from the 2017 Analyse School Performance.

Key stage 2 reading, writing and maths by pupil group

Breakdown Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
	School %	National benchmark	School %	National benchmark
All pupils	59	78	64	10
Male	32	72	61	13
Female	27	85	68	7

### What impact have we already had on gender equality in our school?

School follows the National Curriculum which ensures equal opportunities for girls and boys. Current information shows that girls and boys alike are making at least expected progress. Boys' achievement in writing has been an area of focus and was reported on at the last inspection and as a result boys' writing has now improved. New strategies such as Big Maths and daily Maths Clinics has had a positive impact on girls' confidence and the gap between boys and girls in mathematics is narrowing. Other strategies such as 1 to 1 tuition, focused support and Intervention have also been used to support both boys' and girls' achievement in mathematics and English.

School has a varied programme of extra-curricular activities which are equally available to boys and girls. If there is a gender specific club, there are usually opportunities for both boys and girls.

School has also been awarded the Healthy Schools' award for its work to promote healthy eating and lifestyle for pupils and their families. This has been supported by involvement in 'Walk to School Weeks', 'Bikeability' and the 'Let's Get Cooking Programme' which teaches children basic cooking skills using healthy recipes. These recipes are then shared with families and other members of the local community at community cooking events. In addition the Sports Link Programme has allowed school to widen its opportunities for both girls and boys to participate in sport. Both programmes have been well received by boys and girls, with equal numbers participating in activities and improving in confidence and skill. The school has recently taken part in a Health Audit and is working with the school nurses to address identified actions. Our School Council have also taken on this responsibility and have introduced a fruit only breaktime snack and are running a fruit tuck shop in school.

School also uses the curriculum to challenge views which stereotype individuals due to their gender. PSHE/Citizenship lessons, assemblies, SEAL and P4C discussions provide opportunities to challenge such views and identify positive role models for the children to follow.

## 5. Religion and Belief Equality Duties

South Walney Junior School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

### **What are the key issues for our school?**

The main issue for our school is that many children have no understanding of belief or faith as most families do not belong to faith groups. This can lead to a lack of understanding and respect for different faith communities and at times result in intolerance or even bigotry. Educating children about religions and beliefs is therefore a priority for school so that they show respect and understanding to different faith groups and can make informed choices about their own views and beliefs when they are older.

### **What impact have we already had on religion/belief equality in our school?**

In order to improve the children's understanding of faith and belief, school focuses on what it is like to be a member of a faith community and the impact this has on an individual's day to day life. Respect for those with different views is emphasised in this work and where possible similarities between communities are highlighted. Much of the work covered includes the study of different cultures and while celebrating the children's own cultural background, school actively promotes multicultural activities to widen children's experiences and improve their understanding and respect for the richness and diversity of communities within Britain and the world beyond. Visitors to school from a variety of faith groups and visits to different places of worship have enriched the children's learning and as a result their understanding of faith and belief and of different cultural groups has improved.. This was confirmed by the results of a survey carried out amongst older pupils. They were able to identify what they had learned and what needed to be done to improve their understanding further.

## **6. Sexual Orientation Equality Duties**

South Walney Junior School is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

### **What are the key issues for our school?**

The main issue for school is ensuring respect for all individuals regardless of their lifestyle choices such as marriage, same sex relationships, several partners creating complex family networks and the impact these choices have on children's views on relationships in relation to love and stability. Linked to respect for others is the issue of homophobic language which school regards as completely unacceptable and actively discourages.

### **What impact have we already had on sexuality equality in our school?**

The school's ethos is based on mutual respect and understanding for individuals and for different communities. As a result school values all family set ups and respects different lifestyle choices as long as

they do not impact on children's welfare and safety. School also promotes equal opportunities for boys and girls to participate in all activities e.g. sporting, drama, after school clubs and in using areas and equipment throughout the school. School actively promotes good male role models in its work in school e.g. in history, PSHE and the community e.g. Barrow AFC in order to inspire children who do not have positive male role models in their lives.

## **7. Publication of the Single Equality Scheme**

Our School Single Equality Scheme is published as a separate document and is available on request with Parts 2 and 3 published on our website.

## **8. Complaints**

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

## 9. Part 3 – Equality Objectives – 2020 – 2024

### Equality Objectives Plan

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Advance Equality of Opportunity	Disability Equality	Improve communication/information for disabled adults and children.	To make it clear to all that different formats of notices can be requested	All pupils with specific regard to those with disabilities	Continue to develop use of electronic information e.g. parent mail, facebook, newsletters to improve communication for disabled adults and children.	AW	Oct 2020 - ongoing	All Parents/ carers will have access to school's publications in an appropriate format
Advance Equality of Opportunity	Disability Equality	To promote equality of opportunity between disabled persons and others.	Ensure PSHE/Citizenship lessons and assemblies include presentations and discussion about difficulties faced by disabled adults and children and ways to combat discrimination. Review policy documents to ensure reflect school's commitment to disability equality/awareness.	All pupils with specific regard to those with disabilities	Include positive images/photographs of disabled adults and children in information provided for families e.g. website, prospectus. Establish contact with George Hastwell/Sandside Lodge School to develop opportunities for joint activities. Attend/participate in disability awareness events/activities to raise children's awareness and understanding of difficulties face by disabled adults and children.	All staff	Oct 2020 - ongoing	More diversity reflected in school displays
Advance Equality of Opportunity	Racial Equality	To ensure equality of opportunity to achieve in all areas of the curriculum	Attainment and achievement for all ethnic minority groups/individuals is equal to or above national averages.	Whole school	Monitor attainment and achievement of ethnic minority groups/individuals. Monitor attendance data of ethnic minority groups, compared to other groups. Monitor/ review the participation of ethnic minority groups in extra curricular clubs is equal to that of other groups in school	ZL and all teachers ZL  RE	Oct 2020 - ongoing	Data shows that ethnic minority groups are doing well in school
Advance Equality of Opportunity	Racial Equality	To ensure that racial diversity is embedded in the curriculum and children show understanding and respect for all religions and beliefs.	Continue to use RE topics, visits and visitors to develop understanding and respect for all religions and beliefs.	Whole school	Continue to use SEAL; PSHE; P4C; Assemblies; Circle Time; School Council to reinforce school ethos of equality, tolerance and understanding of all people	All staff to implement DA to lead on PSHE	Oct 2020 - ongoing	Racial incidents in school are rare and children reflect school ethos of equality, tolerance and



								understanding of all people.
Advance Equality of Opportunity	Gender Equality	To ensure girls and boys in school have equal opportunities	Attainment and achievement for boys and girls is equal to or above national averages.	Whole school	Monitor attainment and achievement of boys and girls. Monitor attendance of girls and boys compared to national averages Monitor/ review/ analyse extra curricular participation Continue to use SEAL; PSHE; P4C; Assemblies; Circle Time; School Council to ensure understanding and respect for others as individuals.	ZL ZL RE DA to lead; All teachers to implement	Oct 2020 - ongoing	Data shows that girls and boys are achieving well compared to each other
Advance Equality of Opportunity	Sexual Orientation	To prevent and respond to incidents of gender biased	Pupils/ staff feel safer as they are assured that incidents will be dealt with promptly and fairly	Whole school	Continue to use SEAL; PSHE; P4C; Assemblies; Circle Time; School Council to reinforce school ethos of equality, tolerance and understanding of all people. Continue to monitor and address any incidents of homophobic language in school.	DA ZL	Oct 2020 - ongoing	Children reflect school ethos of equality, tolerance and understanding of all people.
<b>Date Action Agreed:</b>					<b>Date Agreed for Review:</b>			

# Key Legislation

## EQUALITY ACT 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

### **Public Sector Equality Duties**

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties is not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### **New Protection in Schools**

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

### **Health Related Questions for Job Applicants**

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they

are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

### **Positive Action**

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, pupils with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

### **Victimisation**

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

### **Auxiliary Aids**

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

### **Publication of the Scheme**

Details of the school Scheme and the objectives must be published by 6 April 2012.

### **ACCESSIBILITY PLANNING**

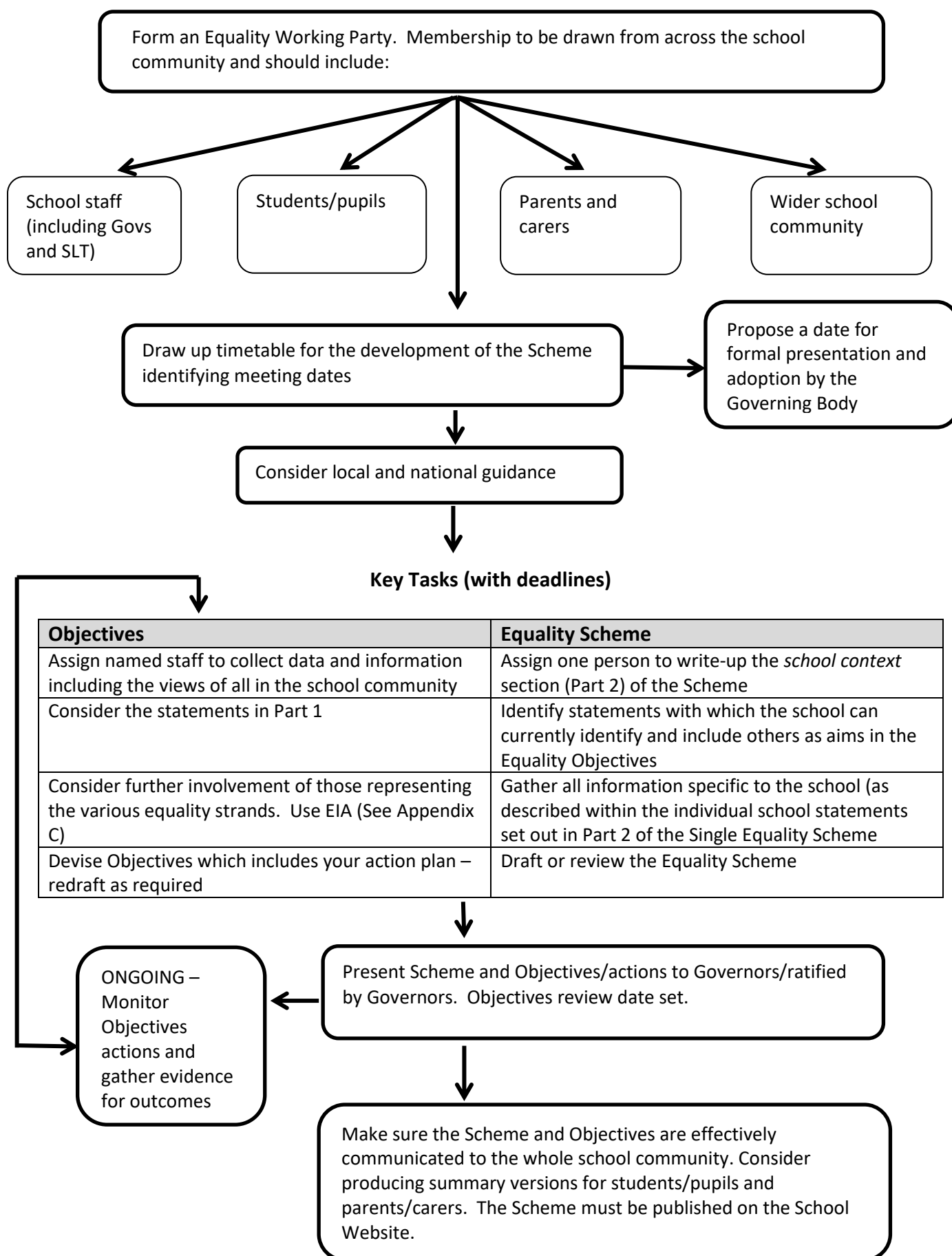
Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore, as schools come to review their accessibility plans they should consider building these actions into their Equality Scheme.

## Process Chart for the Development and Review of Equality Scheme, Objectives and resulting actions



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## Equality Impact Assessments (EqIAs) - Guidance

### *Some Frequently Asked Questions*

#### **What is an equality impact assessment (EqIAs)?**

To enable children or people within your school community to be treated fairly and equitably sometimes you must treat them differently. To identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your school community. This is what equality impact assessment is all about.

Undertaking EqIAs is like undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your school community and trying to ensure they are not disadvantaged by it.

Your school community covers any person who is likely to use your school. This means pupils, parents, carers, staff, governors, volunteers and visitors to your school. It also covers anticipating the needs of possible future members of your school community.

#### **What is meant by 'impact'?**

Two possible impacts are considered as part of the process:

##### **A negative or adverse impact**

This is an impact which could disadvantage one or more groups within your school community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for pupils and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases, the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

##### **A positive impact**

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary schools would have a positive impact on women but would not, however, necessarily disadvantage men.
- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and schools.

#### **Why should we undertake equality impact assessments?**

Undertaking EqIAs is a legal requirement for schools under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including schools, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of schools, service users would include pupils, staff, parents, carers, governors, volunteers and visitors – anybody within your school community.

This means taking account of the needs of your school community in the development and review of any school policies and practices which are likely to affect them.

Undertaking EqlAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse school population to be met. Your school community will also be aware that you are considering their needs at the planning stages.

### **What should be equality impact assessed?**

You need to assess school policies or practices which are likely to affect children or people within your school community.

Written policies may be easy to identify but EqlAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for pupil extra-curricular activities).

In accordance with legislative requirements, an EqlA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**

All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity.

Ensure the EqlA process includes the recruitment, selection and appointment procedures for staff.

- **Impact on service provision**

If there is likely to be an impact on the way a service is provided because of any organisational change, you then need to ensure your EqlA considers the proposed changes in relation to how your school community will be affected and whether any negative impact can be justified.

### **What equality strands/groups should be covered by EqlAs?**

Some groups may experience disadvantage, whether intentional or not because of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Gender
- Race
- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

### **Who is responsible for carrying out equality impact assessments?**

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqlA is undertaken. The EqlA may be done in conjunction with or by a person who knows that area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqlAs should be signed off by a member of the senior management team and a member of the governing body.

### **When should Policies/Procedures be equality impact assessed?**

All existing policies and practices should be reviewed on a three year rolling programme. It can be done in conjunction with the three year cycle of your own equality scheme.

By undertaking a policy mapping exercise, you can prioritise which policies and practices have a higher priority for EqlAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqlA before they are implemented.

### **What happens as a result of an EqlA?**

If any potential adverse impact is identified then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqlAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant school policies can be made available in alternative formats, as required.

### **Do I have to do a separate EqlA for every similar policy?**

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your school community. If you think it would be more manageable to review a large policy or policy framework on its own then you can complete a separate EqlA – whatever makes the process manageable and meaningful for your school.

### **Do I need to do an EqlA on an adopted policy?**

No - you don't need to repeat an EqlA on an adopted policy which has already been assessed if any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed then the best route is to do your own EqlA.

### **Where can I obtain further information?**

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: [www.equalityhumanrights.com](http://www.equalityhumanrights.com) or the DfE via GOV.UK: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)



## Equality Impact Assessment – Name of Policy/Procedure:

<b>1.</b>	<b>Identify the aims of the policy/procedure/service/function and how it is implemented.</b>		
	<b>Key Questions</b>	<b>Answers/Notes</b>	<b>Actions required</b>
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	<p>In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?</p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Gender</li> <li>• Race</li> <li>• Religion and/or belief</li> <li>• Age (in relation to staff recruitment /selection)</li> <li>• Sexual orientation</li> <li>• Gender reassignment</li> <li>• Pregnancy and maternity</li> <li>• Marriage and Civil Partnership</li> </ul>		
<b>2.</b>	<b>Assessment of Impact</b>		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
<b>NEXT STEPS/ACTIONS:</b>          			

## Single Equality Scheme – Objectives/actions/outcomes

### Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part 1 of our Single Equality Scheme.
- Accurate knowledge of the school enables us to plan in a way that is **relevant and proportionate**.
- **Participation** of an appropriately selected working group is reflected in wider representation built into objective actions.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- The objectives are the starting point for action but not followed slavishly where monitoring and further Impact Assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Outcomes are checked against the objectives and the Impact Assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed**.
- The golden rule for future planning is to **be SMARTER and get started**.

### The Process:

- Our objectives are set in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan our objectives over 4 years so that it is possible to implement change and development in a responsive yet systematic way.
- Objectives are reviewed regularly and in the third year we undertake a review of the impact of our action outcomes prior to setting new objectives at the end of year 3.
- Initially, many of our objectives have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning.

## Part 3 – Objectives – Worked Examples

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
All aims of duty	All	To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects everyone	Senior Leadership Team, staff and Governors	March 2012 – December 2012	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate)
All aims of duty	All	To equality impact assess all policies procedures and practices with emphasis on the attainment levels of pupils and students from vulnerable groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Impact Assessments on those policies, procedures and practices which remain outstanding	SLT	June 2012 - on-going	All policies, procedures and practices equality impact assessed and action points identified and recorded
All aims of duty	All	All staff receive CPD on the school's arrangements to promote equality in the context of their job role (e.g. mid-day supervisory – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching and learning strategies)	School staff can identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies.  Identify any gaps using gap analysis tools	SLT	September 2012 - on-going	Evaluations of CPD indicate an increase in staff confidence and competence.  Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes
All aims of duty	All	To increase participation of disabled pupils in Gifted and Talented programmes and ensure representation on the programmes full reflect the school population in terms of race and gender	Disabled pupils' participation and self-esteem is improved with participation and recognition on such programmes	SEN pupils	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes	SLT/G& T Lead	September 2012 – on-going	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All aims of duty	All	Improve displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity  Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the	All staff	April 2012 – on-going	More diversity reflected in school displays across all year groups. Increase in pupils' participation,

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
					school's diversity in terms of the equality groups.			confidence and achievement levels
All aims of duty	All	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school.  Set up group of pupils/students to develop actions which better involve the target group.	Senior Leadership Team/Head of Pastoral Care	March 2012 – July 2013	School Council/pupil voice has representation from pupils who are within the protected characteristics
Eliminate unlawful discrimination, harassment and victimisation  Equality of opportunity	All	To ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role  Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake Equality Impact Assessments on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance  Improved data collection and monitoring of equality information relating to staff	Senior Leadership Team and Governors on Staffing Sub-Committee	June 2012 – December 2012	Feedback from candidates on the process indicates fairness.  School staff reflect diversity
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the need of all race and faith groups and those with specific health needs	Increased take-up of school meals	All those with specific race, faith, cultural and health needs	Establish a school food group including representation from diverse groups  Introduce food culture days with different menus	School Caterers/cook-in-charge	September 2012 – July 2013	Increased take-up of school meals – variety in types of school meals served to reflect differing cultures
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly  Increased staff confidence  Accurate reporting rates	Whole school and specifically vulnerable and equality groups pupils/students or those from a faith background	To review and update existing policies and procedures relating to bullying using the Equality Impact Assessment method  Access staff training  Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia.  Promotion of hate incident recording to pupils/students.	SLT/Anti-bullying Lead	September 2012 – December 2012	Staff attend anti-bullying training
Eliminate unlawful discrimination, harassment and victimisation	Sexual orientation	To ensure LGBT pupils are accepted and homophobia is challenged	Reporting rates of LGBT bullying decrease	Whole school and specifically LGBT pupils/students	Utilise ..... resource in PSHE  Celebrate lesbian, gay, bisexual and transgender (LGBT) History Month	PSHE Co-ordinator	April 2012 – on-going	Resources successfully used and students within LGBT group feel safer

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Fostering and improving good relations					(February)			
Advance equality of opportunity	Gender	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs  Survey girls and understand barriers to participation	Head of PE/ Sports Co-ordinator/PE teacher	September 2012 - on-going	Increase in number of girls taking part in competitive sports
Advance equality of opportunity	Disability/All	To increase social and emotional skills for pupils/students with behavioural, emotional and social difficulties (BESD)	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with BESD	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Introduce nurture groups for the most vulnerable	SEAL co-ordinator	September 2012 – July 2013	Improved classroom behaviour. Reduced challenging behaviour and reduction in need to physically restrain
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Gather and record information relating to disabled parents	SLT/Assistant Head teacher	September 2012 – December 2012	Information obtained and identified disabled parents included on participation group for SES
Advance equality of opportunity	Gender	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	Year 10	Provide activities that allow pupils/students to explore gender stereotyping in careers  To ensure that diplomas meet the needs of boys and girls	Careers Co-ordinator	January 2013 – July 2013	Pupils feel more confident about choosing options which are not stereotypical  Rise in alternative work placements
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group  Inter-school working to identify proven strategies to improve attainment of this group	SLT	May 2012 – December 2012	Improved attainment levels of pupils eligible for free school meals
Advance equality of opportunity	Race	To improve the attainment of Gypsy, Roma Traveller (GRT) pupils	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group  Inter-school work to identify strategies to improve attainment of this group  Engagement with parents of GRT pupils to encourage improved	SLT	September 2012 - on-going	Improved attendance and attainment year on year of pupils regularly attending the school.  Improved relationships with parents of GRT pupils

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
					attendance			
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All year groups	Set up creative arts project. Invite in older members of the community to assist with project work	Class teachers	September 2012 – on-going	Improve relationships with older members of the community
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Cumbria and the diversity within it.  Increased positive attitudes towards disabled people	Years 7 and 8	Set up school linking with another school in a different part of North West England with differing population make-up  Make use of disability images pack  Invite in representatives from disability equality groups to meet with children	SLT/PSHE co-ordinator	June 2012 – June 2014	Contact made with school in Manchester  Disability Images resources pack received and training for staff and other adults undertaken