



Pioneer Educational Trust  
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# EQUALITY POLICY AND SINGLE EQUALITY SCHEME 2015-2018

## Key document details

<b>Ratified:</b>	<b>March 2016</b>
<b>Approver:</b>	<b>Trustees with responsibility for safeguarding and HR</b>
<b>Next review:</b>	<b>March 2019</b>

## **EQUAL OPPORTUNITIES POLICY**

### Equality Policy Statement

In the Pioneer Educational Trust (PET) we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our schools, 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 schools feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our schools, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

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 inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. In the PET 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 Policy Statement relates also highlights how our schools have worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the SES is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our Trust community

The SES sets out how pupils with the following protected characteristics will be protected in our schools 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-In-Need or Child Protection plans.

As well as delivering high quality services to our pupils, the Trust 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 employment 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

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Trust Board annually.

## Single Equality Scheme

### Aims of the Single Equality Scheme

- To articulate this Trust's commitment to equality which permeates all Trust and Trust schools' policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our Trust 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

### Purpose of the Equality Scheme

This Equality Scheme is our Trust'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 Action Plan (See Appendix B)
- 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.

### 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. For all Trust schools 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.

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 replace the School's Disability Accessibility Plan (previously required under the planning duties in the Disability Discrimination Act) as it sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

The Equality Policy Statement and Single Equality Scheme will focus on

- increasing the extent to which disabled pupils can participate in our schools' curriculums;
- improving the environment of our schools 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.

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

- The Board of Trustees has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports, dealing with racist incidents and reviewing the policy every 3 years.
- One member of the Local Governing Body at each school will have responsibility for monitoring this policy, acting as the designated governor for race equality.
- The Local Governing Bodies will receive progress reports from the CEO/Headteacher and other school staff, as part of the CEO/Headteacher's report to Governors.
- The Local Governing Bodies will make every effort (including taking positive action) to ensure its membership is representative of the schools' communities.

### **For all Trust Schools**

#### ***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 Scheme every three years;
- evaluate the objectives and action plan yearly.

***The CEO/Head teacher will:***

- 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;
- report any incidents of racism in accordance with the Equality Act and LA guidance;
- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines 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 will:***

- 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 its Equality 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 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 that all peer support programmes within our school promotes understanding and supports pupils who are experiencing discrimination.

### **Complaints Procedure**

If anyone in the Trust feels that this policy is not being followed then they should raise the matter with the CEO/Headteacher and/or the Chair of the Trust Board/Chair of the Local Governing Body who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the Trust's complaints procedure will be used.

### **Monitoring and Assessing Policy Impact**

The Trust has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the Trust's senior staff and reported to the Board of Trustees/Local Governing Bodies.

Through supervision of staff, consultation with parents and local community the Trust will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The Trust will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The Trust will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing Trust and Trust school policies.

### **Breaches of the policy**

All incidents involving race or gender discrimination will be regarded as a serious matter. A process already exists for recording racist or gender discrimination incidents via monitoring system. Sanctions for students will be set out in the schools' behaviour policies. Any example of racism/sexism by a member of staff will be treated as a serious disciplinary matter and dealt with in accordance with the Trust's personnel procedures.

## **Trust Aims**

- To ensure that no job applicant or employee is discriminated against either directly or indirectly on the grounds of race, colour, religion or belief, nationality, ethnic or national origin, gender, sexual orientation, marital status, disability, age, part time working or trade union affiliation.
- To provide an environment in which all staff feel safe enough to express and question views.
- To ensure that all staff can feel valued, supported and have appropriate advice and encouragement for their professional development.
- To ensure the principles and practices of equal opportunities apply to all members of the Trust community.

## ***Staffing and Employment***

Pioneer Educational Trust is a multi-cultural, multi-racial community of both adults and pupils. We believe that everyone in the Trust is of equal value and should have equal opportunities in our schools, the community and in life. Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This is not acceptable in our Trust.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our Trust and of the community.

The staff, trustees and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between a member of staff and a pupil breaks down. In such cases, the Trust/Trust school will give all the support it can to the pupil concerned and to his or her parents, even though redress to exclusion may be necessary.

Equal opportunity is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this policy is to help everyone involved make Pioneer Educational Trust a real equal opportunities and inclusive Trust.

Job descriptions will be in accordance with this policy statement and any job requirements will be reflected accurately in any person specifications. The approach to the advertising of vacancies will be non-discriminatory. All applicants applying for posts at the Trust will receive fair treatment and will be considered solely on their ability to do the job.

All those involved in the recruitment process will review their selection criteria to ensure that they are related to the specific job requirements and do not unlawfully discriminate.

Short listing and interviewing will be carried out by more than one person, in accordance with the Trust's appointments procedure.

PET complies fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers and auxiliary staff) and other adults working in our schools, 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 Trust 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.
- Those involved in making appointments must ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any direct or indirect discrimination, unless there is a specifically exempt area, for example where we may specifically need a female or male PE teacher.
- The recruitment and selection process is crucially important and trustees and governors will endeavour through appropriate training to ensure that those making selection and recruitment decisions do not discriminate in making these decisions.
- Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.
- Selection decisions will not be influenced by perceived prejudices.
- Promotion and advancement will be on merit and all decisions related to the same will be made within the overall framework and principles of this policy

## **Retirement**

The Trust Board recognises that there cannot be any default retirement age and therefore employees will be judged only on their performance.

## **Awareness**

These guidelines and this policy statement will be circulated to any agencies involved in the Trust's recruitment process and copies will be made available for all employees and applicants for employment.

The policy statement will be communicated to all private contractors, reminding them of their responsibilities towards equality of opportunities.

## **Monitoring and review**

The Trust will monitor the impact of this policy statement to determine its effectiveness, through the Trust's processes of internal review.



Monitoring will include:

- The collection and classification of information regarding ethnic/national origin, gender and disability of current employees.
- The examination by ethnic/national origin, gender and disability of the distribution of employees and the success rate of applicants.
- Examining the recruitment, training and promotional records of employees, including any decisions and the reasons for them.
- Monitoring of applicants to ensure that the principles of the policy statement are being applied and to respond to any complaints from unsuccessful candidates.
- The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy statement. Consideration will be given if necessary to adjusting the policy statement to afford greater equality of opportunity to all applicants and employees.

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

- PET expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.
- The Trust 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 develop independent learning skills 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 Trust, 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" 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 our schools 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 for Learning Policies 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 or medical 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 Leadership Teams 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 our schools;
  - 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 (web sites and the VLE) 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***

PET expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with our schools. Details of these expected standards are set out in the Whole School Behaviour for Learning Policies.

Through our schools ethos and curriculums, 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 in order 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. In order to ensure that the Whole School Behaviour for Learning Policies and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all with suitable differentiation where required. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools take this into account when dealing with incidents of unacceptable behaviour to ensure that pupils' are not treated less favourably due to any SEND or protected characteristics;
- 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 and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LA policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant Trust and Trust school policies;
- ensure that all staff are trained to deal effectively with bullying, 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 our schools 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 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 role of our school.

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

PET have established some good links with our local and wider community. We welcome community members into our schools. From them, we learn about equality 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 our schools 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 our schools' 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 support services when SEN is identified;
- 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 our schools' premises, grounds and facilities are equally available and accessible for use by all groups within the community.

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

PET schools have a clear admissions policy and procedures which are outlined in the Schools' Admissions Policies. 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 testing where appropriate, allowing for special considerations for determining the potential offer of a school place;
- admit pupils with already identified special educational needs. Pupils with statements/EHC plans of special educational needs will always be admitted unless, through the statutory assessment process or annual review 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 Trust Board/Governing Body.
- will take steps to encourage people from under-represented groups to apply for positions at all levels in our schools and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the Trust is informed of the contents of this policy. All staff and visitors must support the ethos of the Trust, 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 schools 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 our schools

### ***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:

- 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***

PET 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 and extremism;
- 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 schools' Whole School Behaviour Policies. 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;

## Policy Monitoring and Evaluation

The School/Trust is aware of the need to monitor and evaluate this policy regularly to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support

To ensure competent, accountable and empowered practice, the focus of planned trustee/governor visits is to collect identified evidence, which may be carried out through:

- Interviews with pupils.
- Discussions with staff.
- Observations of classroom practice where this is deemed appropriate and useful.
- Reviews of documentary evidence which will show the following:
  - The identification of our strengths and weaknesses
  - The assurance that future actions are targeted to address any weaknesses
  - The recognition of our successes and the assurance that best practice is embedded
  - The cycle of school development planning
  - The allocation of resources in the most efficient and effective way to maximise their use
  - The assurance that there is consistency throughout the school/trust
  - The Identification of the needs of pupils, staff, parents and the wider community and the assurance that they are met

The assurance that policy and procedures meet the requirements of outside agencies



## **Annex A**

### **Profile of the school at Upton Court Grammar on 1<sup>st</sup> February 2017**

The school has 992 pupils, 518 boys and 474 girls and 12 boys and 10 girls subsidiary-dual registration

The ethnic profile of the pupils within the school is as follows:

African Asian	2
Bangladeshi	12
Indian	431
Kashmiri Other	1
Kashmiri Pakistani	5
Mirpuri Pakistani	5
Nepali	7
Other Pakistani	145
Other Asian	28
Sri Lankan Tamil	97
Sri Lankan Sinhalese	4
Sri Lankan Other	58
Other Black African	25
Black Caribbean	1
Black - Nigerian	1
Other Black	2
Black - Somali	4
Black - Sudanese	2
Other Chinese	5
Singaporean Chinese	2
Asian and Chinese	2
Asian and Any Other Ethnic Group	8
Black and Any Other Ethnic Group	3
Chinese and Any Other Ethnic Group	2
Other Mixed Background	8
White and Indian	3
White and Any Other Asian Background	22
White and Pakistani	3
White and Black African	5
White and Black Caribbean	3
White and Any Other Ethnic Group	11

<b>Information Not Yet Obtained</b>	<b>2</b>
<b>Afghan</b>	<b>7</b>
<b>Arab Other</b>	<b>6</b>
<b>Iranian</b>	<b>4</b>
<b>Iraqi</b>	<b>2</b>
<b>Kurdish</b>	<b>1</b>
<b>Moroccan</b>	<b>1</b>
<b>Other Ethnic Group</b>	<b>8</b>
<b>Vietnamese</b>	<b>1</b>
<b>Refused</b>	<b>14</b>
<b>White Eastern European</b>	<b>1</b>
<b>White - English</b>	<b>14</b>
<b>White European</b>	<b>4</b>
<b>White - Irish</b>	<b>2</b>
<b>White Other</b>	<b>13</b>
<b>Other White British</b>	<b>41</b>
<b>Turkish</b>	<b>2</b>
<b>White Western European</b>	<b>1</b>

The school has 80 children with Special Educational Needs.

## Ethnicity of Secondary School Children in Slough from the Slough School Survey 2014/15

### Ethnicity of Secondary School Children in Slough

<b>Category</b>	<b>Number</b>	<b>Percentage</b>
Traveller of Irish Heritage	8	0.1%
Gypsy or Roma	31	0.4%
Other or not classified	431	5.0%
Mixed	696	8.1%
Black or Black British	756	8.8%
White	2425	28.3%
Asian or Asian British	4226	49.3%

## **Annex B**

### **Profile of the school at Foxborough Primary School on 7<sup>th</sup> February 2017**

The school has 384 pupils, 208 boys and 166 girls.

The ethnic profile of the pupils within the school is as follows:

African Asian	1
Bangladeshi	9
Indian	46
Mirpuri Pakistani	3
Other Pakistani	49
Other Asian	3
Sri Lankan Tamil	5
Other Black African	24
Black Caribbean	6
Black - Ghanaian	1
Other Black	2
Black - Somali	18
Black - Sudanese	1
Asian and Any Other Ethnic Group	3
Black and Any Other Ethnic Group	8
Other Mixed Background	6
White and Indian	3
White and Any Other Asian Background	3
White and Pakistani	1
White and Black African	10
White and Black Caribbean	1
White and Any Other Ethnic Group	4
Afghan	9
Arab Other	3
Filipino	1
Iraqi	1
Korean	3
Kurdish	1

Albanian	4
White Eastern European	62
White - English	68
White European	1
Italian	1
White Other	1
Other White British	1
Portuguese	2
Gypsy / Roma	18
White Western European	1

The school has 74 children with Special Educational Needs.

### Ethnicity of Primary School Children in Slough from the Slough School Survey 2014/15

Ethnicity of Primary School Children in Slough		
Category	Number	Percentage
Traveller of Irish Heritage	37	0.2%
Gypsy or Roma	127	0.8%
Other or not classified	808	5.3%
Mixed	1383	9.1%
Black or Black British	1327	8.8%
White	4729	31.2%
Asian or Asian British	6749	44.5%

## **Annex C**

### **Profile of the school at Trevelyan Middle School on 2<sup>nd</sup> February 2017**

The school has 504 pupils, 284 boys and 220 girls.

The ethnic profile of the pupils within the school is as follows:

<b>Description</b>	<b>Number of Pupils</b>
African Asian	1
Bangladeshi	3
Indian	25
Kashmiri Other	2
Mirpuri Pakistani	5
Nepali	2
Other Pakistani	39
Other Asian	2
Sri Lankan Tamil	2
Other Black African	8
Black Caribbean	1
Chinese	3
Black and Any Other Ethnic Group	3
Other Mixed Background	4
White and Asian	17
White and Black African	5
White and Black Caribbean	10
White and Any Other Ethnic Group	13
Arab Other	2
Latin/ South/ Central American	2
Other Ethnic Group	4
Refused	5
White - British	306
White Eastern European	9
Greek/ Greek Cypriot	1
White - Irish	1
White Other	13
Gypsy / Roma	1
Turkish/ Turkish Cypriot	1
White Western European	14

The school has 56 children with Special Educational Needs.

### **Windsor School Children Ethnicity from the RBWM Website**

January 2014 School Census tally with that of the National Census with approximately 76% of school-aged children (across Primary and Secondary ages) coming from a White Ethnic Background and the second largest ethnic group is Asian or Asian British. The proportion of children from Minority Ethnic background has increased from 28.6% in 2012 to 30.6% in 2014. This proportion is similar to the national figure (30.4%).

## Disability Equality Duties

PET's commitment to disabled pupils, their families and staff's equality has the following 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;

## For all Trust schools

### The school already:

- ensures the optimal organisation of rooms and timetabling, including staff choice, on an on-going basis for disabled pupils and teachers
- raise awareness of curriculum needs for pupils with Sensory and Physical needs, Social, mental and emotional health, communication and interaction, cognition and learning or medical and safeguarding needs
- accommodate personal care and medical care needs by providing suitable accessible facilities
- train staff in moving and handling techniques where required
- provide disabled access where possible
- provide full access to the curriculum for disabled pupils
- monitor the progress and attainment as well as emotional and social development of all disabled pupils
- provide training for all staff with regards to SEND
- make reasonable adjustments for disabled pupils and staff with the school
- make access arrangements available for pupils with SEND to take exams
- proactively encourage disabled staff to declare the information to the school and keep accurate and relevant information regarding members of staff who have a medical condition or disability which may have a substantial and long term adverse effect on their ability to carry out day-to-day activities.

These conditions may include:

- Cancer and other physical disabilities



- Diabetes and Epilepsy
- HIV
- MS
- VI, HI and ASD
- Mental Health difficulties including depression and anxiety

We recognise that we need to:

- develop physical accessibility to all areas of the school where possible
- develop a process to make reasonable adjustments and access arrangements for disabled visitors
- develop a suitable contrasting colour scheme for tables, chairs, flooring and wall coverings
- develop optimal acoustic conditions within the school buildings
- ensure that written materials, where appropriate are available in alternative formats including other languages, Voice recording and Braille
- interview all disabled applicants who meet the essential criteria for the post when they apply for jobs

### **Racial Equality Duty and Community Cohesion**

PET recognises that Black, Asian and Minority Ethnic (BAME) as well as many other people groups can 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 Trust will take all necessary measures to prevent and tackle racial harassment and assist BAME and all others 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 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 our schools, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

### **For all Trust Schools**

The school already does the following:

- records any racial incidents and reports them to the Local Authority using electronic reporting systems

- responds appropriately to any racial incidents
- implements a very pro-active anti-bullying policy including bullying for racial and ethnic differences
- seeks opportunities to train and support staff to challenge racial bias and stereotyping
- encourages every child to develop a sense of personal and cultural identity with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities
- has schemes of learning in place and partnership working that develops pupils' knowledge and understanding of diversity and citizenship in a wider global context
- tracks pupil progress and attainment by ethnicity
- supplies the LA with data relating to the racial groups of people employed by the school
- embed schemes of learning and partnership working that develops pupils' knowledge, understanding and skills they need to participate in a multi-cultural society in the UK into the whole school curriculum

We recognise that we need:

- increase our active engagement in local community events with representatives of all ethnic groups and actively communicate with these groups
- explore initiatives to encourage more applications for employment from under-represented groups

## **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.

## **For all Trust Schools**

The school already does the following:

- monitors the levels of participation and attainment/progress within the classroom of boys and girls
- has identified ways to make teaching more boy friendly, these are:
  - beginning a lesson by stating the learning outcomes, and giving the 'big picture';
  - employing a variety of activities, and include a kinaesthetic element;
  - delivering work in bite-sized chunks, with 'brain breaks' and new starts;
  - providing challenge, competition and short-term goals;
  - giving regular positive feedback and rewards;

- setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available
- seeks to raise girls' attainment by a school based initiative - successful women from a variety of fields have led talks with girls to widen views of future careers
- addresses issues of health, sport and obesity for both genders through an active sports programme
- ensures that girls' participation in sport remains high

We recognise that we need to continually review our practices to ensure they meet the needs of boys and girls.

## **Religion and Belief Equality Duties**

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

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

Our Trust 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.

### **For all Trust schools**

The school already does the following:

- provides an opportunity for children to worship God;
- enables children to consider spiritual and moral issues;
- enables children to explore their own beliefs;
- encourages participation and response;
- develops in students a sense of community spirit within the life of the school;
- promotes a common ethos, with shared values, and to reinforce positive attitudes;
- conducts assemblies in a manner that is sensitive to the faiths and beliefs or non-belief of all members of the school
- holds assemblies that reflect the traditions of other religions that are represented in the school and the wider community
- allows any parent to request permission for their child to be excused from religious worship - parents do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act

- ensures that we are aware of pupils' dietary preferences to ensure that we have food for them that will comply with their religious dietary laws
- educational visits to places of worship and increasing opportunities to learn first-hand from people of different faiths

**We recognise that we need to:**

- develop further links with all representative religious bodies within the local community

**Sexual Orientation Equality Duties**

PET 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 Trust 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 our schools 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.

**The Trust already:**

- ensures that staff, trustees and governors have equality of opportunity irrespective of sexual orientation
- involves all staff in Performance Management on an annual cycle
- identifies and negotiates professional development needs of all staff
- provides a specific programme of support and development for NQTs
- acts to educate children through assemblies, PSHE and the ethos of the school, that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability

**We recognise we need to:**

- ensure that no-one within the Trust community experiences discrimination due to their sexual orientation
- monitor the use of vocabulary among some children within our schools that is derogatory towards certain groups of people based on their sexual orientation and continue to act to educate the children to alter that behaviour

**Pregnancy and Maternity Equality Duties**

PET recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This Trust will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible. Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

The Trust school will liaise closely with the pupil and, where appropriate family, to agree alternative suitable education provision would be available and accessible. This would meet the needs of the pupil and should take account of their age, ability, aptitude and individual needs including any special educational needs they may have. This would be set out in an action plan.

Note: schools already have a duty of care to their pupils and are not expected to have to alter their existing policies because of this new legal provision, providing they are not excluding pregnant pupils or requiring them to study at home or in alternative provision when they wish to remain in school, and are letting them return to education when they have had their babies.

## **Complaints**

If a member of the public feels that they have suffered harassment or being treated unfairly by our schools 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 Trust'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/Trust Board on complaints made and action taken.

## **Key Legislation**

### **Legislative Background**

The following legislation has been taken into account when developing this scheme.

Equal Pay Act 1970

Sex Discrimination Act 1970

Race Relations ACTi 1976 as amended in 2000

Disability Discrimination Act 1995 as amended in 2005

Human Rights Act 1998  
Sex Discrimination Act (gender reassignment regulations) 1999  
The Employment Equality Act (religion or belief) 2003  
The Employment Equality (sexual orientation) 2004  
Equality Act 2006  
Education and Inspection Act (Duty to Promote Community Cohesion) 2007  
Curriculum 2000 SEN and Disability Act 2001

## **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 also 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 are 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 particular needs of, pupils with particular 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 will be published and available on request



## 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

## Guidance

### 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 have to treat them differently. In order 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 similar to 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 also 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 EqlAs 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.

In reality this means taking into 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 as a result 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 as a result 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 EqIA is undertaken. The EqIA may be done in conjunction with or by a person who knows that particular 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 EqIAs 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 EqIAs 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 EqIA before they are implemented.

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

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 EqIAs 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.