

Oakdene Primary School

Equality Policy



Title of Policy: Equality Policy

This document replaces: previous versions

Author: Head Teacher and Nominated Governor

Post Holder (will be responsible for keeping policy updated): Head Teacher and Nominated Governor

Related policies: All Policies

Date adopted by School Governors: 22nd October 2020

Date for Review: October 2024

October 2020

INTRODUCTION

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

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

LEGISLATION AND DUTIES

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

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

Human Rights Act 1998

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

Education Act 2002 (Section 78)

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

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

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

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

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

The Children and Families Act 2014

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

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

Equality Act 2010

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

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

Oakdene Primary School will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

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

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

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

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

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

In order to meet the Specific Duty, Oakdene Primary School will

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

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation.

(However, age, and being married or in a civil partnership do not apply to education provisions.)

We will also be guided by the following:

We acknowledge that all learners are of equal value.

We recognise and respect differences.

We will foster positive attitudes and relationships and a shared sense of cohesion and belonging.

We will observe good equalities practice in staff recruitment, retention and development.

We will aim to reduce and remove inequalities and barriers that may exist or be perceived to exist.

We will address prejudice and prejudice related bullying.

We will endeavour to consult and involve widely.

We intend that our policy should benefit our school, the local community and will foster social cohesion, British Values and participation in the life of the school.

RESPONSIBILITIES

Governors are responsible for:

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

The Head Teacher is responsible for:

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

All staff are responsible for:

- Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic

- A consistent challenge to unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies

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

Helen Lee (Head Teacher) is responsible overall for dealing with reports of hate-incidents

Helen Lee (Head Teacher) is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors and contractors are responsible for:

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

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

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

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

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

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

Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been

pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

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

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

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

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

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

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

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

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

There are some limited exceptions to this:

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

EMPLOYMENT

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

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

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

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

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

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

MONITORING AND ANALYSIS

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

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

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by St.Helens Council's **People's Services Department**.

This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

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

EQUALITY IMPACT ASSESSMENT (EIA)

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

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

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

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

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

CURRICULUM EQUALITY AUDIT

The School's curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community, British Values, and examples that demonstrate "due regard" to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disability, ageist and homophobic stereotypes, e.g. prejudices about what

people from particular groups should/shouldn't or can/can't do (see Appendix 2 for template).

REPORTING PROGRESS

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

The Equality Policy and Action Plan will be reviewed after 4 years

Signed: Chair of Governors

Date: October 2020

Signed: Head Teacher

Date: October 2020

Appendix 1 Equality, Accessibility and Cohesion Audit and Action Plan -- Oakdene Primary School

This audit will identify and set out how Oakdene Primary School will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the Governing Body, and the tasks and priorities identified should be used to develop an Equality Policy Actions Plan for the School. Governors should monitor progress against the actions within the Plan at least annually.

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy and Equality Objectives.	*			Current Process	Revised Policy approved by Governors 22.1.20 to be reviewed on a regular basis	Governors/ HT October 2020
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	*			Current Process	To publish revised Policy on website by 31.12.20	School Business Manager by 31.12.20
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.			*	Report to Governing Body autumn term 2020	Report to be received and recorded in minutes.	HT Annually Autumn Term FGB
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning			*	Guidance documentation from Local Authority	To include on all future policies as an Appendix.	As Policies are reviewed
5. The equality implications are explicitly and clearly stated within all key decisions taken by the Governing Body	*			Compliance with current legislation	Governing Body decisions always consider equality implications where appropriate.	Governing Body Ongoing

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken		*		Minutes of Committee meetings and Governing Body meetings	Reinforced to Governors by presentation from the Council's Equalities Officer in autumn term 2015.	Governing Body Ongoing
<i>The context of your school</i>						
7. Training on the Equality Legislation is given to all members of Governing Body.	*			Completed in 2015	Policy updated. Training to be sourced for new Governors	Equalities Governor & CofG
8. Training on the Equality Legislation is given to all school staff.	*			Annually on Sept Training Day	Ongoing as necessary.	Head Teacher Annually in September
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	*			See code of conduct	Compliance with Code.	Continuous
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.		*		NB: HS Agreement not now not compulsory (revised legislation)	To be made explicit in Home School Agreement.	September, Annually - School Business Manager
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear		*		Current Process	Post documentation to school website for access by parents.	School Business - Manager by 31.12.20

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	*			Behaviour Policy, Safeguarding Policy, Confidential Reporting Policy, Anti-bullying Policy,	To ensure compliance with school recording systems.	On-going
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes		*		Anti Bullying Policy	Anti Bullying Policy to be updated as required.	Approved by Governing Body Oct 2020
14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	*			SEN Meetings. Signposting Curriculum design and adaptations	To ensure compliance with statutory requirements.	SLT Continuous
15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	*			Website, accessible,	Large Print Letters etc provided if required. compliance with requirements to make 'reasonable' adjustments when necessary.	SLT Continuous
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	*			Website	To update as necessary.	When necessary

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
17. The school contributes appropriately to Pupil Education, Health and Care Plan	*			Parent Meetings. SEN Planning Meetings, IEP meetings.	Compliance with Local Authority and statutory requirements.	SLT and SEN Co-ordinator Ongoing
18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	*			Parent Meetings	Compliance with Local Authority and statutory requirements.	SLT and SEN Co-ordinator Ongoing
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.		*		Recording to be refined	Explicit emphasis needed in Self Evaluation Process.	HT and SLT 2020/ 2021
Monitoring and impact assessment						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability	*			Pupils - SIMS data Other accessible data used to build up profile.	Compliance with Local Authority and DfE arrangements. Governor details to be recorded on national Governor database.	By end of autumn term 2020 School Business Manager
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs		*		Recording to be refined	Ongoing when Policies are updated.	On- going

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	*			Completed by HR	Monitoring by HR/Personnel and Council Officers.	HR/Personnel Ongoing
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.		*		Documentation for items listed in first column	On-going Equality Impact Assessments.	On-going
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	*			Review Meetings	Compliance with Local Authority and statutory requirements.	SLT and SEN Co-ordinator Ongoing
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	*			Council Procurement Process	Compliance with Council procedures.	Local Authority - Ongoing
<i>Sense of belonging</i>						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion	*			Curriculum Planning. Values work/ PSHE curriculum. Community Links ISA Award	Pro-active compliance by school staff.	SLT Ongoing
27. The school has considered its role in serving the needs of any groups new to the	*			Considered its role and will apply where appropriate.	School will take all reasonable steps to comply with local and national guidance.	SLT

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
community, and where appropriate has worked with others to meet these needs						Ongoing
28. The school works with parents of children with special educational needs as equal partners in their child's education.	*			Meetings with Parents both planned and as necessary	Pro-active work with parents and other agencies	As required by SEN Co-ordinator
<i>Teaching, learning and curriculum</i>						
29. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics	*			Curriculum Reviews on Annual basis	School will have 'due regard' to all equality implications and statutory requirements.	SLT Ongoing
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. <i>Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance</i>	*			All disabled Pupils participate in all aspects of curriculum unless special adaptations made for individual children, eg: adapting PE curriculum	School will undertake all 'reasonable' steps to facilitate full participation.	All staff Ongoing
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	*			Curriculum - Long Term and Medium Term Plans	School will undertake all 'reasonable' steps to comply.	All Staff Ongoing
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	*			Pupil Progress Meetings Intervention Timetables	School will endeavour to provide appropriate programmes as necessary.	SLT Ongoing
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	*			Feedback from 'new' children shows excellent settling in procedures.	To ensure compliance by all staff.	Ongoing
34. Funds devoted to the needs of children with EAL (English as an additional language)	*			Where appropriate, funds are allocated from budget but budget constraints do	To ascertain if funding is available via any national allocations to be	HT and SBM each academic year

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
are monitored and evaluated for impact on the identified children				not allow devoting of budget.	devolved to schools by DfE and/or Government Departments.	
35. Governors are able to identify examples of reasonable adjustments made at the school	*			HT reports to Governors Eg: curriculum adaptations.	To ensure that Governors are made aware of any adjustments.	HT Ongoing
36. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	*			HT reports to Governors. Visits to School. School ethos. Displays.	To raise ongoing awareness with Governors.	SLT Ongoing
37. The Governing Body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	*			HT reports to Governors. Visits to School. Pupil Tracking systems	Reports/feedback to Governors via Curriculum, Standards & Quality Committee.	HT and SLT Termly
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	*			Self excluded pupil was re-integrated back into School	To ensure compliance with any Local Authority or national guidelines.	HT and SLT Ongoing
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	*			Processes for all incidents in place.	To ensure compliance with Local Authority reporting procedures.	HT As and when required
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the Governing Body	*			No exclusions. Discipline issues monitored and any patterns investigated.	To develop an reporting system to Governors to eliminate potential grievances or complaints.	HT and SLT Ongoing

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
<i>Equity and Extended Services</i>						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	*			Current Process	To ensure that Governors are better aware of appropriate judgements.	HT and SLT
42. The Governors know of the impact of: <ul style="list-style-type: none"> Partnership arrangements with other schools International links Use of shared facilities Opportunities for intercultural activities 		*		Report via Headteacher reports	HT report to Govs	HT - Termly
43. The Governors know how funds such as Pupil Premium and Sports Premium have benefited children.		*		Specific report to Governors and presentation by SLT member	Reinforcement of Pupil Premium funding, actions and Impact to be reported on to Governing Body.	PE Co-ord - Annually HT - Termly reports
44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	*			As appropriate	To utilise the criteria as part of any recruitment process with appropriate advice from HR/Personnel.	As required

Add further issues relevant to your community, strategies or activities here if they do not fit any of the headings above

Appendix 2 Equality Objectives

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues	There are no major issues.	From a discussion with people representing the disabled, Muslim and medically disabled community the overall picture is excellent. Not a single person felt bullied or treated inequitably because of being part of a minority group. They were able to think of lots of examples of school being pro-active in this respect such as cyber bullying themes, anti-bullying week, looking for loneliness programme and always including disabled people.	See below	Ongoing each academic year
Age	Older workforce will be in place due to changes in pensions and retirement ages Children are aware of equality issues affecting this strand.	Suitable and appropriate work for these employees. Appropriate references to both local and national role models. Through PSHE lessons and activities.	Adopt policies from Local Authority with regard to employment law. Review PSHE programme and introduce Miss Dorothy.com scheme to KS2	Ongoing each academic year All KS2 children to work on these programmes
Disability, SEN and Carers	Access to inclusive education for autistic pupils.	Children with autism have full access to an appropriate curriculum.	Follow autism pathways Programme.	Implemented

Appendix 2 Equality Objectives

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	<p>Positive images of minority groups not always seen.</p> <p>Positive images of minority groups not always seen. Do we know enough about people in minority groups who inspire us?</p>	<p>Children, parents and visitors see the positive images of groups around school and equality is celebrated.</p> <p>Include in assembly calendar. School Values embedded in school life.</p>	<p>Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.</p> <p>Record of Assemblies; impact of school values</p>	Completed
Gender (Sex)	Children are aware of equality issues affecting this strand.	Through PSHE lessons and activities.	Review PSHE programme and introduce Miss Dorothy.com scheme to KS2	All KS2 undertake this scheme
Human Rights	Compliance with requirements	Compliance with local and national guidelines	Compliance with requirements	Ongoing
Gender Reassignment	Protection from discrimination	To have due regard to the DfE's guidance (May 2014) Sections 3:3, 3:4, 3:5 and 3:6.	Compliance with requirements	As required
Race (Ethnicity)	<p>Positive images of minority groups not always seen.</p> <p>Do we know enough about people in minority groups who inspire us?</p>	<p>Children, parents and visitors see the positive images of groups around school and equality is celebrated.</p>	<p>Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.</p>	Ongoing each academic year

Appendix 2 Equality Objectives

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
		Year 2 work on ethnic minority group who inspire us. Work to be displayed. Black History Month celebrated in school	Teachers plans work.	
Marriage and Civil Partnership	Positive images of all marriages and civil partnerships	PSHE work. Referring to all partnerships through PSHE and Assemblies. Tolerance taught through Values of School. Split Family Policy drawn up and approved by Governing Body and published on website.	Continue with stories and Assemblies.	Ongoing each academic year
Pregnancy and maternity	Different relationships with children	PSHE work. Referring to all partnerships and birth children through PSHE and Assemblies. Tolerance taught through Values of School.	Continue with stories and Assemblies.	Ongoing each academic year
Religion or Belief	Lack of tolerance of different beliefs.	Constant work on everyone being equal. RE curriculum teaches tolerance towards all religions, beliefs or philosophical beliefs including non- religious world views. Tolerance taught through Values of School.	Continue with stories and Assemblies.	Ongoing each academic year
Sexual Orientation	Lack of tolerance towards a number of sexual orientations. Term 'gay' may be used in offensive way.	Constant work on everyone being equal. Tolerance taught through Values of School. Information relating to the laws of England and Wales in a way that is appropriate to the age and understanding of the pupils.	Continue with stories and Assemblies. Appropriate references to role models in society.	Ongoing each academic year

Appendix 2 Equality Objectives

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Community Cohesion	Positive images of minority groups not always seen	Children, parents and visitors see the positive images of groups around school and equality is celebrated. Appropriate references to both local and national examples of diversity in the community.	Increase the number of positive images around school by purchasing and displaying posters, books, photographs and artefacts.	Ongoing each academic year
Promoting Health	Health issues may be used in negative way	Constant work on everyone being equal. Tolerance taught through Values of School.	Continue with stories and Assemblies. Closer liaison with Area Health Authority or the Local Authority 'Healthy Schools Team'.	Ongoing each academic year

Appendix 3 Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote British values, community cohesion and a positive image of a diverse community

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	Annual assembly calendar PSHE curriculum International school work MFL curriculum: aspects of French life and culture covered throughout French lessons. Geography/History curriculum - some topics are relevant here. Eg: Mediterranean study, Rosa Parks and Nelson Mandela, Life in Brazil RE curriculum - Investigate number of different faiths and beliefs. Inspirational people.	Assembly Calendar followed during pandemic. To be reviewed when School Assemblies recommence	HL 2021 On-going. All Staff
2. Respect different points of view, recognising and respecting different viewpoints.	PSHE curriculum Circle time School Council meetings Democracy debates Debates as part of the English Curriculum.		On-going All Staff

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
	School Values Assemblies History curriculum - many topics lend themselves to discussing events from different points of view. RE curriculum		
3. Experience and celebrate cultural diversity	Visits and visitors Trips to places of worship International schools work MFL curriculum European Day of Languages celebrations Themed days Eg-KS1 do a lot on Chinese New Year, Arts Weeks	Plan a cultural entitlement across the school.	On-going All Staff
4. Recognise commonalities shared by people from diverse and different backgrounds	PSHE curriculum R.E. curriculum/trips History and Geography curriculum Links with different schools	Continue to explore further links with local, national and international schools.	On-going All Staff
5. Appreciate culture in St. Helens.	Topics on local area - Y3 Rainhill Trials Visits to local places of interest Environmental improvements to local area	Display local work done	On-going All Staff
6. Recognise and challenge abuses, discrimination and injustice.	Children are reminded regularly about rules and policy. They are encouraged to tell. History/RE curriculum - Y4: Slave trade Y2: Rosa Parks and Nelson Mandela School Values Reflection areas in Classrooms	Celebrate our values for living Display work covered, use symbolic quotes etc not just in the classroom.	On-going All Staff

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	Individual education plans or care plans are drawn up and lessons adapted as needed. Personalised profiles. Visual aids / timetables	Keep these up to date through SENCO	JB On-going
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	All incidents of hate are reported to the headteacher directly or indirectly by another pupil or adult. Incidents are logged and reported to the local authority. Reflection areas / worry box	Monitor logs	HL As required
3.			
4. The appropriate use of translation and interpretation.	Local Authority policies are available in different forms.	Make this service available upon request.	HL As required
5. Positive images of a diverse community: locally, regionally, nationally and internationally.	Posters are displayed around school featuring positive images of diversity. ISA displays and evidence file.	Celebrate our values for living Display work covered, use symbolic quotes etc not just in the classroom.	All Staff Ongoing
6. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany)	Write Club 7 Partnership with schools in Chalon (France). PE tournaments.	Links with French School to be developed.	GH On-going
7. The challenging of gender, racial, religious, disablism, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what	Taking part in Boccia tournament for able and disabled bodied pupils. Examples of local, national and international role models that pupils can relate to e.g. television	Celebrate the Paralympics legacy.	CH Summer 2021

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
people from particular groups should or shouldn't or can and can't do.	characters, pop stars, athletes, sports personalities, national and international celebrities.		
8. An awareness of the support needs for children that are carers	We are aware of the service for Young Carers	Use the service when need is apparent.	As and when required
9. A positive image of Civil Partners - having the same rules, benefits or requirements as married couples	Using correct names. Y5 PSHE - Relationship curriculum	As and when required	As and when required
10. A recognition that people can suffer discrimination by association - e.g. children who have same sex parents, carers or relatives	Sex and Relationships Education programme. If pupils bring this up it is dealt with sensitively.	Through SRE Lessons discuss discrimination	Teachers During year
11. Positive images and a positive attitudes towards disabled people	Posters Attending special school events Prioritising accessibility for disabled people Y3 PSHE Curriculum (rights and responses)	As required	As and when required