

Equality Policy

Policy

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This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the [Equality Act 2010](#) and [non-statutory guidance](#) set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One. To view the school's current equality objectives please go to the Student Inclusion page on the school website (haytorview.devon.sch.uk) refer to our [Equality Policy](#), [Equality Objectives](#) and [Accessibility Plans](#) to find out further information about our Equality Strategy.

Press Ctrl button to open hyperlinks.

Part one

At Haytor View the individual relationships developed between adults, children and families are greatly valued.

Everyone at Haytor View is committed to the learning and development of every child, adults and parents work in partnership to further understanding of each child, developing provision which reflects individual children's interests and needs.

Throughout the school community, adults demonstrate respectful communication and relationships with children and families. They have a flexible and empathetic approach to circumstance and need, adapting their responses and provision accordingly.

We work with families to ensure each child successfully accesses a learning environment in which they feel safe and secure both emotionally and physically, where they feel confident in engaging with appropriate challenge in their learning and development.

At Haytor View Community Primary School everyone is committed to all members of the school community engaging in experiences which deepen their understanding by:

- Learning together
- Enjoying success
- Aiming high
- Celebrating difference
- Enriching community

At Haytor View an ethos of respect and inclusion is cultivated which promotes the learning and development of each child. We are committed to providing high quality education for all our children. We believe a rich, challenging and stimulating curriculum should be available to all children.

We aim to:

- Recognise that all children are entitled to access opportunities which challenge and stimulate them;
- Foster a love of learning for all children;
- Work in partnership with parents and supportive agencies;
- Develop and maintain an inclusive approach to education.

We believe that all pupils are entitled to opportunities that foster and extend learning and enable them to:

- maximise their potential in a variety of safe, enabling environments and settings;
- Achieve increasing success, personal fulfilment and improved outcomes;
- Develop enlightened relationships with peers and adults valuing their own and others' achievements working independently and collaboratively;
- develop responsibility and independence as a learner;

- become confident life-long learners fostering a love, passion and enjoyment for learning;
- use their abilities to contribute to the whole school and wider community.

OUR COMMITMENT TO PROMOTING EQUALITY

We are committed to:

- Eliminating discrimination and harassment
- Promoting equality of opportunity
- Promoting good relations and positive attitudes towards all people
- Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Transgender), race, religion/belief and sexual orientation.

We are committed to ensuring that the school's ethos, policies and practices respect and protect the rights of all individuals, and to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. Please refer to our [Equality Policy](#), [Equality Objectives](#) and [Accessibility Plans](#) to find out further information about our Equality Strategy.

The primary aim of Haytor View Community Primary School School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

*School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning [reasonable adjustments](#) for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values,

and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives which are reviewed by Governors as part of the Annual Cycle of Business.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask [health-related questions](#) to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to [promote and advance equality](#).
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of [prejudice-related bullying](#) (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing [community cohesion](#) and an understanding of the effects of discrimination. This will be set out as equality objectives set out as an appendix to the School Improvement Plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and

accessible as possible to all school users. We will regularly review our accessibility plans, included as an appendix in the School Improvement Plan and reviewed in accordance with the Annual Cycle of Business for Governors.

- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their [legal duties](#) under the Equality Act 2010, the different forms of [discrimination](#) and what '[reasonable adjustments](#)' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish [equality objectives](#) and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school has an equality link on the 'Student Inclusion' on its website ([Equality Policy](#), [Equality Objectives](#) and [Accessibility Plans](#)) to show how it is complying with the [Public Sector Equality Duty \(PSED\)](#) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practice to carry out an [equality impact assessment](#) (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any school environment. ([The Intercom Trust](#) in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.

- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in

relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and ***Equality Human Rights website:***

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, 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. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	<p>From the school's perspective, the term "community" has a number of meanings:</p> <ul style="list-style-type: none">• The school community – the students we serve, their families and the school's staff.• The community within which the school is located – in its geographical community, and the people who live and/or work in that area.• The community of Britain – all schools by definition are part of it.• The global community – formed by European and international links.
Gender Dysphoria	<p>Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity.</p>

Biological sex is assigned at birth, depending on the appearance

of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.

Part Three

Equality checklist / audit

Checklist for school staff and governors on Equality Act 2010 planning

Where possible, necessary and relevant, and in accordance with data protection legislation, is information collected on protected groups (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation) with regard to both pupils and staff? Is this information used to improve the provision of services? Are auxiliary aids and services provided for disabled pupils?

The school collects information as part of induction for pupils using the LA enrolment forms, it uses the recommended LA Employment Form to gather information when undertaking appointments into vacancies. Appropriate measures are implemented to improve services and/or provide tailored services for individuals.

The SEND audit which is completed annually provides information in relation to specific characteristics, this information is used as part of annual provision mapping to ensure services meet need. Where a child is inducted as part of a in-year transition with an identified need recorded on CAF and S11, transition is tailored to meet need to ensure a successful transition.

Where necessary additional support is accessed for individual pupils or groups of pupils, to ensure provision meets need, this includes using the Single Point Referral process. Where a pupil has a medical need, training is accessed and a health care plan developed in partnership with the parent and child and where appropriate the School Nursing service.

Where we observe an increase in need of a particular group, provision is reviewed in accordance with both guidance e.g. Educational Psychology coaching, Specialist Autism Assessment Team, the adaptations to provision are considered school wide rather than pupil/s specific to ensure we are continually broadening are provision to meet need at Wave 1.

Other data we review is following an incident of prejudice-related incidents or instances of bullying. School Leaders review the information collated through pupils and adult eye witness accounts, we consider the motivation/s for the incident and the changes to provision or support to be provided, this may be regarding individual pupil/s, groups of pupils or wider groups e.g. Key Stage or school. Pupil Voice is a key driver in the review of instances, as they are often best placed to engage in considering impact and

measures moving forward. Parents are engaged with their child/ren following incidents in order to engage their support.

When collecting information about people, we follow GDPR compliance and our own internal data mapping.

Is pupil achievement monitored by protected characteristics? Are there any trends or patterns in the data that may require additional action?

Analysis of groups is undertaken using nationally published data, as our achievement data is cohort specific as identified by Ofsted, there are no obvious trends. We do monitor individual class data term on term, identifying vulnerable children who require additional provision, this is immediately implemented through the allocation of internal resources.

Is pupil attendance data monitored by protected groups? Are there any trends or patterns in the data that may require additional action?

Analysis of groups is undertaken using nationally published data, this has impacted on the increased attendance of SEND pupils with an EHCP. We have also seen a significant reduction in fixed term exclusions for pupils and pupils with EHCPs, as a result of reviewing the way in which the school works collaboratively with the parent to address issues.

Governors review attendance termly in accordance with Annual Cycle of Business and Lead Governor Reports;

Moving forward, a target is to look at monitoring pupil attendance in relation to a broader range of groups, using school based termly analysis:

- Year group;
- FSM Group comparison with Non FSM;
- EHCP
- SEN support comparison with Non SEN;
- EAL group comparison with Non EAL;
- Children in Care comparison with Whole School Attendance;
- Children in Care comparison with Whole School Attendance;
- Boys comparison with Whole School Attendance;
- Girls comparison with Whole School Attendance;

Is the curriculum equally accessible to all protected characteristics? Are all pupils encouraged to participate in all aspects of school life? How is this shown through representation in school events such as class assemblies and the school council?

Governors review attendance of pupils at school clubs in accordance with Annual Cycle of Business and Lead Governor Reports. Next steps is to look at the spread of pupils attendance at school clubs in relation to protected characteristics. Anecdotal observations suggest that a wide spread of pupils take part in school activities including music, home learning, cookery, stay and play and fitness.

Our school is based on self-efficacy for all as its core ethos, as a result all children are equally supported to engage with the work of the school e.g. assemblies, monitors, play leaders and School Council.

Are the current reporting systems for bullying and prejudice-related incidents understood and followed by all pupils, staff and visitors? Is this information used to make a difference?

See above in relation to management of prejudicial related incidents and bullying. Termly focus on 'Good to be me' and anti bullying, supports pupils in having a good understanding of bullying, children are able to distinguish between bullying and an isolated incident of 'falling out'. Where children perceive that some one other than themselves has been mistreated they are quick to raise the alarm and seek support, this is the case for prejudicial incidents and bullying. As stated above, a School Leaders diary is 'cleared' in order that the incident can be immediately dealt with, eye witness accounts are collected and the individual pupil is engaged in dialogue and supported in articulating their consideration of the incident and how they would wish to see it move forward. The 'perpetrator' is engaged in their perception of their behaviour and where appropriate, is engaged with the 'victim' in supported dialogue.

School provision is reviewed following an incident to see if there is any direct support required for a pupil/s or changes made to opportunities provided in the curriculum. Such incidents form part of the Leadership and Management agenda for consideration and raising awareness.

Are protected characteristics portrayed positively in school books, displays and discussions such as circle time and class assemblies?

The school uses SEAL and R Time as the basis for its PSHE curriculum and opening assembly of the week, both ensure that protected characteristics are portrayed positively. The school follows the Babcock literacy teaching sequence and recommended reading, which positively promotes protected characteristics. The school uses Bug Club and the Schools' Library Service which provides a range of books which positively portray protected characteristics.

Does the school take part in annual events such as Deaf Awareness Week, Holocaust Memorial Day, Respect, Black History Month or LGBT (Lesbian, Gay, Bisexual, Trans) History Month to raise awareness of equality and diversity? Does the school actively try to make pupils aware of discrimination and its effects?

The school has an annual cycle of assembly themes week on week, which structures the school focus and provides weekly opportunity for celebration. The programme seeks to raise awareness of annual events including Deaf Awareness Week, however this needs to be reviewed to ensure it has appropriate scope in opportunities to develop understanding and tackle prejudice. Parents attend the opening assembly focus of the week, which provides a valuable opportunity to challenge stereotypes beyond the pupil group.

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

The school has an up to date Accessibility Plan, which is reviewed as part of the Governor Annual Cycle of Business. The school was rebuilt in September 2015, providing an environment which is accessible.

Is information available to parents, visitors, pupils, past pupils and staff in formats which are accessible if required? Is everyone aware of this?

Where the school has awareness of accessibility need through discussion and/or induction arrangements, the school sets in place appropriate provision, this includes engaging EMTAS in providing translating service for parents including support for meetings and review of documents e.g. school reports.

Are staff aware of the 2010 Equality Act and their responsibilities to comply with the Act? Are they aware of the different forms of discrimination? Are they aware of the term 'reasonable adjustments' and what this means in practice?

Staff are aware from the ongoing work on Provision Mapping and developing Wave 1 provision, of their responsibility in complying with the Equality Act. Through continuing work on 'self efficacy' for all, staff are aware of their responsibility in engaging all parents/carers in the day to day provision, making adjustments accordingly. Senior School Leaders including Business Manager, are aware of individual staff circumstances ensuring appropriate measures, risk assessments and support is implemented and/or offered in accordance with individual circumstances.

Are procedures for the election of parent governors open to all candidates and voters? How are different protected characteristics represented on the governing body and does this broadly reflect the diversity within the community?

The school has reviewed all aspects of the recruitment process for Governors with Devon Governor Services 2017 – 18, election procedures are accessible to all.

The Chair of Governors specialises in implementation of the Equality Act in their work, which includes working on timed projects for large organisations, therefore a good understanding of equality is represented on the Governing Board.

Have recruitment guidelines been changed to ensure that no health questions are asked at interview, or health questionnaires completed before offering a job? Are reasonable adjustments in place for staff with a disability? Are the recruitment, promotion and training opportunities monitored for staff with protected characteristics?

The school has a recruitment policy following LA model. The school does not ask any medical questions at interview. When appointed the member of staff is referred to IMASS as part of induction, once the information is returned from IMASS we meet with the member of staff to follow up where necessary, reasonable adjustments or other support is implemented where appropriate. When working with individual staff we consistently engage with advice from HR, this may be via email or telephone, however where a meeting might be more complex the HR advisor will be engaged in person to support the process. We currently are seeking clarification of what is retained from interview processes to ensure GDPR compliance, however each appointment process is tailored to the candidate and the 'blank' format used for specific interview is available to view. The Governing Board as part of their Annual Cycle of Business and Lead Governor reporting, reviews recruitment and training.

Are equality objectives in place, i.e. has the school identified objectives, drawn up a plan based on information collected on protected characteristics (see above checklist points) and consultation with pupils, parents and staff? Has the school consulted representatives of disabled groups in the community about steps the school is taking to improve access? Does the plan (which forms part of the School Improvement Plan) show how the work supports equality? Are these equality objectives reviewed at least annually?

The school has equality objectives in place these are as a result of auditing information held by school, further work needs to be undertaken regarding impact assessment and consultation with groups. Objectives and impact are monitored by Governing Board as part of its annual cycle of business and Lead Governor reports. The school needs to include the equality objectives as part of the SDP, as currently they sit separately. Currently we do not have mechanisms to provide feedback to stakeholders on outcomes.

Is a system in place to ensure that all new and reviewed policies are routinely checked to ensure that they do not have the potential to disadvantage people because of a protected characteristic?

All policies are reviewed annually, where we are notified of a mid year change the most up to date policy is adopted. The Governing Board adopt the recommended policies

from HR ONE and Babcock, the Governing Board has a statement detailing that all recommended HR ONE policies for staffing are adopted.

Work needs to be undertaken on undertaking an Equality Impact Assessment, which will form one of our objectives moving forward. Minutes of Governing Board when reviewing Lead Governor reports demonstrates that the Governors have considered the Public Sector Equality Duty.

Does the governing body have clear and transparent systems which demonstrate how SEN funding, the pupil premium and PEA money (Personal Education Allowance – which is additional money which may be allocated to Looked After Children) are spent, with clear links to how this money is spent and what impact it has on those groups with the relevant protected characteristics?

The school has clear financial systems and clear lines of accountability, the terms of reference and minutes of financial matters form part of the FGB Core Business, the FGB have had financial training (Summer 2018), the school has a financial policy based on the LA model reviewed annually. The Governors monitor the impact of funding against pupil outcomes for the end of each key stage, further work needs to be undertaken linking this to protected groups. Wave 1 provision drives the school's implementation of the Equality Duty, which is financed through staff contracts, unless specific initiatives require specific funding.

Has the school set up a system, e.g. an equality page on its website, to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010?

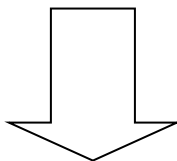
The school has the Equality Policy and Objectives published on the website. The school annual assembly calendar demonstrates that the school is raising the awareness of children with protected characteristics. The school almanac demonstrates that the school is reviewing children with protected characteristics. The recruitment and induction processes and staff process e.g. IMASS referrals and risk assessments demonstrate that the school is considering staff with protected characteristics moving forward.

Part Four

Setting equality objectives

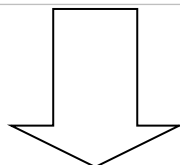
Audit

- Set up an [equality working group or committee](#)
- Do an equality audit; use the [checklist](#) to help you make a list of issues you might need to address
- Gather and analyse [information](#) on pupils and staff by their protected characteristics as appropriate
- Seek the views of stakeholders
- Monitor other policies, considering the impact on pupil and staff by their protected characteristics
- Take the audit and information gathered to the committee responsible for equality; draw up a list of issues to address and prioritise these



Set equality objectives and draw up a plan that will be part of the whole school improvement plan

- Take each issue and set an [equality objective](#) that is measurable and specific
- Decide on action, who is responsible, when it will be completed and how it will be monitored and evaluated; there should be clear success criteria. Cost out plans. Publish on [equality web-page](#)



Monitoring and evaluation

- Review the equality objectives and accessibility plan at least annually
- When reviewing other policies, consider the impact on pupils and staff by their protected characteristics
- Report outcomes to stakeholders and publish on equality web-page.
- Schools will then need to update the published information at least annually and to publish objectives at least once every four years.