

Haytor View Community Primary School & Nursery

Equality Audit

SEPTEMBER 2020



Learning together - enjoying success - aiming high - celebrating difference – enriching community

✓ **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. July 2020