




## Bolton Primary School

# SINGLE EQUALITY SCHEME

## 2022 – 2026

Approved by <sup>1</sup>	
Name:	Ruth Elstone
Position:	Head teacher
Signed:	
Date:	Spring 2023
Proposed review date <sup>2</sup> :	Spring 2024

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

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

## REVIEW SHEET

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

Version Number	Version Description	Date of Revision
1	Original	June 2012
2	Reformatted only	June 2017
3	Updated with information on what must be published on the school website and timescales for publication	September 2017
4	Reviewed – links checked	October 2019
5	No significant policy changes but some significant cuts to wording, increase in spacing and text size for readability, and updates in the language used to talk about disability (e.g. people with disabilities because they are people first), race (e.g. people of BAME origin because they are people first) sex, gender, gender reassignment, updated definitions and links to further resources.	May 2021

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## SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices, and day-to-day activities impact staff and pupils (including prospective staff and pupils and in some circumstances former staff and pupils) with regard to their protected characteristics: age and marriage & civil partnership (in relation to staff only), and race, sex, gender reassignment, sexual orientation, pregnancy & maternity, and religion or belief (including lack of belief).

At Bolton School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of any legally protected characteristic they might have, or their socio-economic background (e.g., pupils from low income families, Children Looked After, those with Child Protection plans, young carers, and those with English as an additional language, even though these are not legally protected characteristics), and to showing that we have “due regard” for the need to:

- Eliminate unlawful discrimination, harassment, and victimisation, including by association (treating a pupil less favourably because they have a black boyfriend), or by perception (treating a pupil less favourably because it is thought they are gay will be discrimination due to sexual orientation even if they are not gay);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and if we can't, we look to achieve equity for all in everything school does from setting policy and implementing procedures to teaching practice, recruitment, and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:


- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might reasonably be expected to know they have and their socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying & stereotypes, and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our Single Equality Scheme (SES) demonstrates how our school has worked with and listened to our staff, pupils, parents, carers, and other members of our wider school community to inform development of our objectives and help us understand the need and commitment necessary to ensure our Scheme is a success and is key to how we foster good relations. It also shows our commitment to being a good employer and fully inclusive of all community users, including parents and carers.

**We will publish information to demonstrate how we are complying with the equality duty annually (SES: Part 2) and one or more specific and measurable equality objectives every 4 years (SES: Part 3).**

Signed:	 (Head teacher)	Date:	Spring 2023
Signed:	Bronwen Maxwell (Chair of Governors)	Date:	Spring 2023



## PART 1 - SINGLE EQUALITY SCHEME

### 1. Aims of the Single Equality Scheme

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

### 2. Purpose of the Equality Scheme

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the SES and our objectives with appropriate timescales for the future;
- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life;
- Take steps to take account of difference even where that involves treating some people more favourably than others;
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils' parents or carers.

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

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We view them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, *and* actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. Part 2 of our Scheme is an annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

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

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

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;

- undertake relevant and up-to-date training in our equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish our SES action plan is part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

**The Head teacher is responsible for equalities and will take steps to ensure:**

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the Scheme is implemented effectively;
- they manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Scheme;
- they monitor the Scheme, Objectives and Action Plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Scheme or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Scheme, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

**All Staff: teaching, non-teaching and other adults involved with our School**

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Single Equality Scheme;
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;

- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

### ***Pupils***

Pupils are expected and will be supported to:

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

## **5. School Aims Statements**

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

To ensure no employee or other adult working at, or potential employee applying for jobs at our school is discriminated against on grounds of a protected characteristic we will:

- ensure staff are appropriately trained in their equality duties and the needs of protected groups in our school community, and have mechanisms in place to identify areas for development;
- make necessary reasonable adjustments to prevent a person with disabilities from being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in relevant continued professional development opportunities for all staff;
- make efforts to ensure the diversity of our workforce reflects our local community and wider society;
- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the recruitment process until a job offer has been made unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question relates to a person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job e.g. a PE teacher who must also be able to perform all aspects of first aid including resuscitation;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment, discrimination, or victimisation recognising that our staff may be either victims or perpetrators.

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

This school recognises and values all forms of achievement, has high expectations of all pupils while challenging them to reach their full potential'. We will particularly monitor and analyse pupil performance by race or ethnicity, sex, disability, special educational needs or disability, and social background. Disparities we identify will be addressed through targeted curriculum planning, teaching, and support.

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

To provide all pupils with the opportunity to achieve their full potential, we will:

- use contextual data to improve the ways we provide support to individuals and groups of pupils;
- monitor achievement data by race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases, and act to close any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;

- use self-assessment as a teaching and learning strategy, and provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- take account of the achievement of all pupils when planning for future learning and set appropriately challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of our school population and local community in terms of race, sex, sexual orientation, and disability, without stereotyping;
- promote attitudes and values that will challenge racist or discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience and that recognise diversity and foster understanding and respect for the culture, religion, and beliefs of all our pupils and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

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

To promote the health, safety and welfare of all our pupils and staff, and provide a caring and supportive pastoral system that takes account of their needs, we will:

- ensure details of this Scheme are shared with all teaching, non-teaching, and ancillary staff;
- expect all staff and volunteers working in our school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language (EAL) and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies if required) to victims of harassment and bullying and deal with perpetrators in line with our Whole School Behaviour Policy providing them with relevant support to consider and modify their behaviour;
- ensure guidance and support for pupils or staff is delivered in a way that does not discriminate against pupils with unseen (e.g. cognitive, visual, hearing, mobility/bodily function, severe allergic reactions, conditions prone to seizure) impairments;
- provide appropriate and discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- empower staff to raise any concerns with SLT about their health, safety and welfare by having clear procedures and promoting wellbeing strategies among staff.

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

To provide an appropriate curriculum for pupils of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils who are undergoing gender reassignment
  - pupils with special educational needs
  - pupils with disabilities

- pupils who are looked after by the Local Authority
- pupils who are at a risk of disaffection and exclusion
- lesbian, gay or questioning young people
- pupils who are the subject of a child protection plan
- ensure that each area of the curriculum is planned to include the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity and that encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences about religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the Virtual Learning Environment) to support a high-quality learning and teaching experience to all our pupils irrespective of disability.

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

We expect high standards of behaviour from all pupils appropriate to their age or stage of development, all staff and from others who work with or connected to school. For more information, please see our Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our pupils to understand better diversity in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;
- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyberbullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme, especially in leading by example and having high expectations of all pupils;
- take steps to ensure that pupils, staff and parents are aware of our policies and procedures for dealing with harassment, and know that language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour, and exclusion to parents and carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance for staff as well as pupils;

- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability, and social background, and address disparities we identify between different groups of pupils;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the school roll.

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

We have established good links with our local and wider community, and we engage in visits and we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them in school.

To help us understand diversity in school and sensitively promote participation in our Single Equality Scheme we will:

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

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

We have a clear admissions policy and procedures which are in line with those issued by our Local Authority. To ensure our admission process is fair and equitable to all pupils and our employment practices reflect equality and diversity, we will:

- not discriminate against a pupil with disabilities in determining admission arrangements;
- admit pupils with already identified special educational needs and disabilities. Pupils with Education Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;
- gather comprehensive information about pupils' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body;
- take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this Scheme and that all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they find it;

- ensure that staff training continually highlights equality issues, including in the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff and ensure all staff are given status and support and encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Scheme;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. images of people from different equality groups, their prominence in displays at eye level etc.

### ***Linguistic Diversity***

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

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

### ***Sex and Gender Reassignment Equality***

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

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

Our admissions arrangements are fair and transparent, and do not unlawfully discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on our Whole School Behaviour Policy and we will:

- Closely monitor exclusions by sex, race or ethnicity, special educational need or disability, and background to avoid potential adverse impacts and ensure any discrepancies are identified.
- Take action to address any disparities we find between different groups of pupils;
- Take all reasonable steps to prevent the exclusion of a pupil for a reason related to their disability.



## **PART 2 – Single Equality Information Report Demonstrating compliance with the Public Sector Equality Duty**

### **Bolton Primary School**

[This is the part of your Single Equality Scheme which must be reviewed and re-published on the school website **annually**. This is because the school profile is likely to change annually in relation to new intakes of pupils. Where no changes take place, the same document may be published with an amendment to the review date in the header above].

#### **1. Our School Profile**

Bolton Primary School is a mainstream primary with 65 pupils currently enrolled. The roll of the school is likely to remain similar or increase slightly with the building of homes in the village. Over 50% of our pupils are out of catchment and the school is popular with families outside Bolton, Cliburn and Colby. 20% of pupils are pupil premium, below the national average of 27.3%.

49.3 % of our pupils are boys and 50.7 % are girls.

15% of our pupils are on our SEND register (60% of these are boys) and 65% of our pupils receive intervention (51% of these are boys).

Pupils enter school mainly from the adjacent private nursery, a few from other nurseries and occasionally straight from home with no nursery experience. As a result, attainment and maturity can be wide-ranging. To address this inequality, we have worked on a transition programme with Bolton Nursery, and we contact all parents once we know that they have a place. In the year before starting school in September, all children who attend nursery come for regular visits and those that have also applied for a place are offered visits to the school before they begin. This allowed them to settle into the school environment and allowed the EYFS staff to get to know them and make initial assessments of and form relationships with pupils ready for their start.

Our catchment area takes in the villages of Colby and Cliburn. There are few amenities available locally. There is a varied mix of family backgrounds in terms of wealth and employment. There is one pupil with a different ethnic background other than white British. We offer wrap around care through Bolton Nursery.

We have a small number of vulnerable groups including those with special educational, learning and medical needs.

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

The Local Authority (LA) handles admissions to the school. When we are made aware of pupils who are joining the school with special educational needs or disabilities, we arrange to meet the pupil and parents or carers and involve professionals from the LA and Health Authority to ensure any adjustments required to our buildings or curriculum are made in readiness for them starting school. We have one disabled toilet which also contains an area for use by those pupils who need personal care whilst at school.

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request e.g., another language, braille etc.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

**Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people, and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely.**

## 2. Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has several objectives:

**We will promote equality for people with disabilities by:**

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

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

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

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

Please see our School's Accessibility Plan (plans to improve the physical layout of the building and the grounds and disability access to the curriculum, school website etc.).

<https://www.bolton.cumbria.sch.uk/policies/>

## 3. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

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

The school is committed to race equality action and is welcoming and accommodating of all faiths and ethnic backgrounds. Teachers take steps in assemblies, P4C, PHSE/RHSE, World Views and Religion and wherever possible in finding SMSC themes to present a wide and diverse view of the world. The school has a very flexible approach to this depending upon the needs and composition of the school at any given

time. Information about our curriculum is made clear on our website and through termly Learning Overviews. Due to our predominately high percentage of white British backgrounds, we make a conscious effort to focus on more ethnically diverse examples across the curriculum. Parents/ carers are always reminded to discuss with us if they have any concerns about the content of our curriculum.

#### **4. Sex and Gender Reassignment Equality Duties**

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

When analysing our progress/ attainment data we consider the sexes. We have more boys categorised as SEND and needing Learning Support. We recognise that there are more behaviour and attitude concerns particularly with older boys and plans have been made to tackle this. When selecting key texts, we consciously consider what themes and characters will appeal to boys that are more likely to underperform in English. Equally, we have a duty to expose them to new themes and ideas and this needs to be a considered balance. When teaching across the curriculum, teachers will take the opportunity to explain for example the absence of women in history or science in an appropriate way and would tackle any negative views or perceptions amongst students and offer counter arguments or examples. Any incidents of sexism would be recognised and dealt with on an individual basis. We recognise that often these are a result of 'ignorance' or paraphrasing of opinions held at home and that 'education' is the best response.

Through our RHSE programme gender stereotypes are covered in detail (see RHSE scheme of work). Our RHSE programme is very comprehensive and age-appropriately covers sexual exploitation and sexual bullying/ peer-peer abuse. P4C, PHSE and assemblies also cover aspirations and going for goals; there is a deliberate effort to show men and women engaging in a wide range of roles that break traditional stereotypes. A P4C session could for example be a poem about a boy who feels different to his dad and grandad, and this would be explored with the children generating their own questions and volunteering comments. These sessions are often revealing for teachers to address the kinds of ideas and opinions that some children hold.

Through surveying parents about our RHSE programme, we know that parents are very supportive of the content that we cover and want us to deal with themes of sexuality. One respondent cited having two mums and that she felt it was important that these issues are tackled at school. We do however, recognise that many of our families are traditional and that there is a need to show different families and examples of people in non-traditional employment and families with different compositions etc. This can be as simple and subtle as teachers selecting images for a worksheet e.g. female firefighter to when modelling sentences in lessons including examples such as 'The nurse cared for his patient.' It can also be raising questions that challenge in a guided reading session such as how do we know this person is female? Could they be male? Why and does this matter/ in what way? Why does a character show discriminatory behaviour or show violence towards another individual?

## 5. Religion and Belief Equality Duties

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

In our school which is a non-faith school, we make sure that whilst complying with our statutory requirements relating to teaching Religious Education that we present a broad balanced view of faiths, and we work from the premise that many of our children do not identify with a faith or religion. We teach broad Christian values such as friendship, thankfulness, hope, forgiveness, respect which are also key values of other faiths. Our assembly programme ensures that different festivals and stories from world faiths are shared

We decided to call Religious Education 'World Views and Religion,' primarily to move away from some negative connotations of the subject but also because we want our pupils to be aware that there are different 'world views' and different views and beliefs about religions that are all legitimate. Also, that some people choose to follow a faith or may actively choose not to. We decided to have Islam and Buddhism in our curriculum alongside Christianity. The former because of current societal issues and Islamophobia and the latter because Buddhists do not follow a god for example.

In a small school, we are in a fortunate position that we know our families well. We have an open-door policy and encourage parents/ carers to talk to us about our curriculum or to share with us any feelings that they have about any topics we are covering. Usually, we find that families are very supportive. In recent years, we made some minor adaptations for a Jehovah's Witnesses pupil to ensure that they could fully access the curriculum, and this was appreciated by the family.

## 6. Sexual Orientation Equality Duties

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

Bolton School is fully committed to combatting any discriminatory behaviours around sexual orientation. In RHSE, the school decided to use an additional Real Love Rocks unit covering lesbian, gay, bisexual, transgender and questioning (LGBTQ) resources, in the summer term, for class 3 (Y5/6). It also tackles homophobic bullying and its impact through animations and characters. When teaching about sexual relationships it is made clear that this can be between different sexes and people of the same sex. We do not go into any specific details of gay sex at primary school because we focus on intercourse that results in the conception of a baby, although it is explained that sex is usually for pleasure and part of a loving relationship with another individual. Children are encouraged to raise their own questions in these sessions, and these are dealt with either on an individual basis or in the whole class depending on the question. We respect and are sensitive to the fact that children are at different stages in their own understanding and curiosity around sexual matters. Occasionally, pupils have been told to ask their own parents/ carers, if we feel that it is not the right forum for certain questions, or we feel that this may go into territory that a parent may not wish us to go into.

The school does not tolerate any homophobic language, and this would be logged and dealt with seriously. It is felt that any cases are likely to be due to ignorance and repetition of any prejudices from home. Staff would report any cases and we would use an incident as a teaching and learning opportunity. As much as we are comfortable to discuss information with pupils about a person's sexuality if it was raised, we do not feel that it should define them e.g., a child may present a children's assembly on Rugby and include Gareth Thomas (former Wales Rugby Captain). We encourage students to think about people's achievements or experiences irrespective of their gender or sexuality. However, discussing how a person that is open about their sexual orientation may help other gay people/ athletes to feel confident about their sexuality.

## **7. Pregnancy and Maternity Equality Duties**

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. We follow the HR advice from Cumbria County Council.

We recognise that pregnancy could happen in Primary school and plans would be put into place following any guidance given. We would work supportively with a student and their family, and we would aim to continue with teaching and learning in the best way possible for the individual.

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

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g., another language, or braille.

We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually considering our new Part 2 to ensure our longer-term goals remain relevant.

## **9. Complaints**

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information, please see

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

For more information on our complaints procedures and policies please see <https://www.bolton.cumbria.sch.uk/policies/>

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

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## Part 3 – Equality Objectives Action Plan – 2022 – 2026

Public Sector Equality Duties: eliminate unlawful discrimination, harassment, or victimisation (EUDHV); equality of opportunity (EO); fostering good relations (FGR)

PSED	Protected Characteristic/ Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL EUDHV EO FGR	All	Increase pupil, staff and governor awareness of legal and human rights	Pupils (and staff) to understand that they have rights and that they can exercise them.	All pupils and staff	Increase awareness of the Single School Equality Scheme and how it affects everyone.	HT, School leaders and Governors.	Jan 2022 By summer 22	Pupils (age-appropriately), Staff and Governors are all aware of the action plan and their responsibilities in terms of equality.
ALL EUDHV EO FGR	All	Focus on attainment levels of pupil and staff from vulnerable groups	Address the needs of vulnerable groups at risk of disadvantage and set priorities.	Whole school	Tracking and pupil meetings. Staff appraisals	HT/SLT	Termly Sept/ Feb	Termly progress meetings. Recorded discussions about pupils.
ALL EUDHV EO FGR	All	All staff to have training to promote equality in their roles e.g. teacher/ lunch time supervisor	Enable staff to identify the specific actions needed to promote equality in the context of their role.	Whole school	Check National College for any relevant training.  Prepare and deliver own training.	HT	Jan 2022 On-going	Increased self-confidence amongst staff about Equality and its impact and their contributions to narrowing any gaps.
ALL EUDHV EO FGR	All	Improve displays/ images/ resources chosen to reflect and promote diversity	Children are exposed to positive images that show and promote diversity that is reflected in society but not in their communities and locality.	All staff, pupils and visitors	Aim for images in school to promote diversity in terms of race, sex and ethnicity. Ensure the school promotes heroes that people can identify with.	All staff	Jan 2022 ongoing	More diversity reflected in displays, resources.
ALL EUDHV EO FGR	All	Ensure that SLT and Governors are clear about their responsibilities in the recruitment and selection of staff.	Our recruiting procedures ensure equality for candidates and that the panel will select the best person for the role.	Applicants and all school staff, including volunteers	Personnel involved with recruitment are trained and informed on this scheme.	HT, Governors	Jan 2022 ongoing	Feedback from staff indicates fairness. Appointed staff are diverse and can evidence were the best person for the role.

ALL EUDHV EO FGR	All	Prevent and respond to all incidents and prejudiced based bullying	Pupils feel incidents are dealt with. Staff feel confident that prejudiced based bullying is adequately dealt with, recorded and shared with parents.	Whole school & any vulnerable groups	Review and update behaviour and anti-bullying policy and check procedures on prejudiced based bullying. Ensure staff training including midday supervisors/ volunteers.	HT	ongoing	Staff have had anti-bullying training. Pupil feedback states that all pupils feel safe and they know that bullying is dealt with seriously.
ALL EUDHV EO FGR	Sexual orientation	Ensure that LGBT+ images and those that challenge traditional stereotypes are used and discussed. Any homophobia is challenged.	Reduce/ eradicate any incidents of LGBT+ related bullying. Promote acceptance to groups with same sexual orientation.	Whole school and any pupils identifying with gender/ sexuality issues.	Use The Real Love Rocks programme in Class 3 each year. Celebrate the LGBTQ community e.g. athletes, artists, performers, inventors etc.	HT/ PHSE/RHSE co-ordinator	From Summer 21 - ongoing	Resources are successfully used and pupils understand diversity in terms of sexual orientation. Pupils feel supported with any questions.
ALL EUDHV EO FGR	Sex and gender	Promote opportunities for boys and girls to learn more about career opportunities that challenge gender stereotypes or leisure activities/ personal choices etc.	Promote discussions, tasks and activities that create discussions about how men/boys, women/girls are perceived and why certain fields are more male or female dominated and possible reasons.	All pupils	Undertake age-appropriate activities that explore gender stereotyping .e.g. searching for images of men and women in magazines and listing what they are seen to be doing etc. Researching a career and the qualifications/ experience needed and whether it challenges traditional roles/ expectations. Looking at their own family's choices.			Pupils feel confident to identify and discuss gender stereotypes. They feel that pursuing a career is about talent not sex/ gender.
ALL EUDHV EO FGR	All Age/ Race/ Disability	Challenge a range of stereotypes that are prevalent in our local community e.g. Gypsy, Roma Traveller (GRT), younger & older people and people from different backgrounds, disabled people.	Improve the understanding of Cumbria and the diversity within it. Increase positive attitudes towards groups of people.	All pupils & Staff	Make use of disability images. Invite representatives or use video clips of disabled people. Provide examples of older people / younger people making positive contributions and sometimes in non-			

					traditional ways. In June complete an assembly about the travelling community and how important Appleby is to these groups and why. Set a homework task to involve families			
<b>Date Action Agreed:</b>	Spring 2022				<b>Date Agreed for Review:</b>	Spring 2023		

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## Key Legislation Summary

### **EQUALITY ACT 2010**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act to consolidate it.

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

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

This relates to:

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

### **Public Sector Equality Duties**

Public sector equality duties are legal requirements on public bodies to have ‘due regard’ when they are exercising their public functions for to the need to:

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

The Equality Act 2010 made this a *single* equality duty on public bodies effective from April 2011. The purpose is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their pupils.

### **New Protection in Schools**

The Act extended protection against discrimination to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

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

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to fair access to the recruitment process or an intrinsic function of the work (or for very limited other reasons like equality monitoring). This means schools can no longer require job applicants to routinely complete a generic health questionnaire as part of the application procedure. Current DfE [Staffing and Employment Advice for Schools](#) (p 21 s5.11-5.12) clearly states that a school must establish the fitness and ability to teach or carry out “relevant activities” of “teachers and other school staff” as required by the Health Standards (England) Regulations 2003) but makes no reference to Equality Act compliance. Schools may decide to ask necessary health questions after a job offer and should ensure they are targeted, necessary and relevant to the job applied for. Schools should review existing practices to ensure they are complying with both the Health Standards Regulations 2003 and Section 60 of the Equality Act 2010.

### **Positive Action**

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

### **Victimisation**

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

### **Auxiliary Aids**

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to pupils with disabilities.

### **Publication of the Scheme**

Details of a school's Single Equality Scheme and the first objectives must be published by 6 April 2012 and annually.

### **ACCESSIBILITY PLANNING – see our separate document – Accessibility Plan**

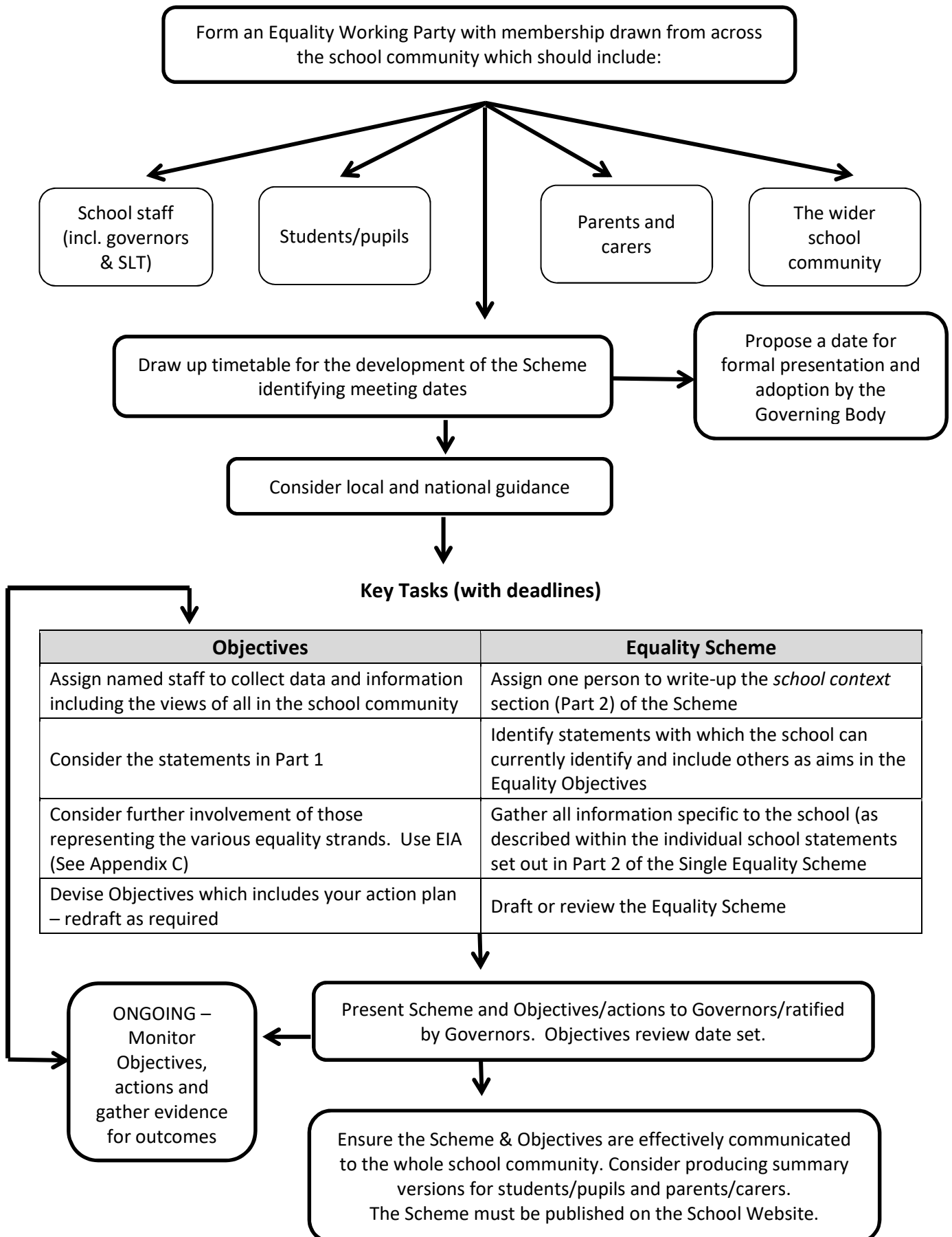
**<https://www.bolton.cumbria.sch.uk/policies/>**

Schools must plan for:

- Increasing access for children and young people with disabilities to the school curriculum
- Improving access to their physical environment; and
- Improving the delivery of written information to children and young people with disabilities and their families as well as staff and volunteers.

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

## Process Chart: The Development and Review of a Single Equality Scheme, Objectives and resulting actions





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## Equality Impact Assessments (EqIAs) - Guidance

### *Some Frequently Asked Questions*

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

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

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

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

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

Two possible impacts are considered as part of the process:

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

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

For example:

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

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

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

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

For example:

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

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

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

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

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

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

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

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

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

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

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

For example:

- **Impact on workforce of organisational change**

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

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

- **Impact on service provision**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>1. Identify the aims of the policy/procedure/service/function and how it is implemented.</b>			
	<b>Key Questions</b>	<b>Answer/Notes</b>	<b>Actions required</b>
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	<p>In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?</p> <ul style="list-style-type: none"> <li>• Disability</li> <li>• Sex</li> <li>• Race or ethnicity</li> <li>• Sexual orientation</li> <li>• Gender reassignment</li> <li>• Pregnancy and maternity</li> <li>• Religion, belief, or lack of belief</li> <li>• Age (staff only)</li> <li>• Marriage and Civil Partnership (staff only)</li> </ul>		
1.5	In relation to other groups who do not share a protected characteristic but that we have identified as potentially vulnerable to discrimination e.g. low income families, young carers, Children Looked After etc., is there anything in the Policy/Procedure or how the Service is delivered that could lead to discrimination or disadvantage them?		
<b>2. Assessment of Impact</b>			
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
2.2	Regarding any group of people who do not share a protected characteristic but were identified as potentially vulnerable to discrimination in Section 1.5 above, have you identified any differential impact that adversely affects them?		
<b>NEXT STEPS/ACTIONS:</b>			

## Single Equality Scheme – Objectives/actions/outcomes

### Planning Principles

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

### The Process:

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

