Update Nov 2014

Milverton CP School Single Equalities Policy

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1.   Introduction

Milverton CP School welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. Although we are not required to produce a single equality policy, there are many similarities between the expectations of different pieces of legislation and we believe that a single policy will promote effective action to address inequalities. This policy will therefore describe how we meet our obligations to promote:

1.   Race equality, including equality for people of different religions and beliefs;
2.   Disability equality;
3.   Gender equality;
4.   Community cohesion.

It will also include actions designed to ensure we fulfil our obligations to meet the needs of lesbian, gay, bisexual and transgender people.

A guide to the legislation from which the above duties arise is included in **Appendix I**.

In writing this policy we have drawn on the Single Equality Policy produced by the Department for Children, School and Families (DFE) in Autumn 2007. The introduction to the DFE policy sums up the reasons why schools and other public organisations are now required to produce equalities policies:

"Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm; every child should have the chance to make the most of their talents and fulfil their potential. But not every child gets the same opportunities and not every family is able to take up those that are available. Some families struggle more than others against disadvantage and discrimination. Some children are at greater risk of harm and/or ill health than others are. Not every childhood is a happy one. Life is not yet equal for disabled children and their families, nor is it for children and families from many minority ethnic

communities. For some children, young people and families, these inequalities make it hard for them to realise their personal potential without extra support. The fact that so many young people who have experienced disadvantage do not gain such impressive results at GCSE as their peers is but one pointer to the fact that they do not always get that extra support. For some children, young people and families, discrimination against them because of their ethnicity, disability or circumstances ignores their potential and suppresses their ambition. Discrimination impoverishes lives. Most obviously, it deprives those who suffer from it of dignity and opportunity. The fact of discrimination against minorities also demeans and undermines the strength of our society as a whole."

(DCSF Single Equality Policy – December 2007)

At Milverton CP School we are committed to ensuring equality of education and opportunity for all our pupils, for their parents/carers, for staff and for all those receiving services from the school, irrespective of their gender, disability, ethnic background or other characteristics. We believe that diversity is a strength – for our school, its community and Britain as a whole – and we will work proactively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued.

2.   Aims of this policy

Through this policy the work we have carried out over many years to address the specific needs of individuals and groups of children and young people will be developed and enhanced. Our action plan sets out our priorities and how we will achieve them. We will regularly review our progress and ensure that outcomes are published and any necessary changes to our approaches are made.

3.   Principles

We are adopting seven principles, adapted from those chosen by the DFE in their Single Equality Scheme.

Principle 1: All learners are of equal value
All learners and potential learners are of equal value and should benefit from our school's policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,

- irrespective of other factors such as age, income, family circumstances or where they live.

Principle 2: Relevant differences should be recognised
Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

Principle 3: Workforce development
Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

Principle 4: Positive attitudes and relationships should be fostered
Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

Principle 5: Society as a whole should benefit
Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

Principle 6: Current inequalities and barriers should be addressed and reduced
In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and,
- people from different age groups, with different income or family circumstances or who live in different places.

Principle 7: Policy development should involve consultation and involvement
- Wherever practical, people affected by a policy or programme should have their views taken into account when policies which affect them are developed.

Our school supports the DFE view that policies and practices should be reviewed in the light of these seven principles, which are also laid out in **Appendix II** to guide such reviews.

4. How we have gathered information on the effects of our policies and practices on people from different groups

We have used attainment data relating to groups that may face particular challenges. We have looked in particular at differences in outcomes for children and young people at the end of each Key Stage. Where possible we have compared the achievement of different groups. Where the numbers of individuals in groups are small, we have reviewed individual progression for issues. We have also made use of national and local evidence of underachievement by comparing our children's progress and attainment with that of similar groups.

We have also looked at evidence related to the impact of our policies and practice on behaviour and exclusions, school attendance, participation in clubs, parental and student complaints (either directly or through bodies such as the governors or the school council), racist incident returns and comments from parental questionnaires.

We recognised that we could not initially look at all areas where outcomes may be different and will need to ensure a rolling programme of policy review over the next three years, as outlined in section 8 below.

5.   How we have involved people from different groups in the development of our policy

We recognised that as a single school with many priorities it would be difficult to do this effectively. We therefore decided to use a range of approaches:

- Attending training led by people who have personal experience of and expertise on the needs of minority ethnic groups and disabled people;
- Working with other local schools;
- Identifying and talking to our disabled pupils and those from minority ethnic and faith groups;
- Carrying out some of our own consultation activities to establish the views of children and young people, parents/carers, staff and community users of the school, including formal multi-agency meetings and informal social groups for children and their carers, where necessary;
- Making use of existing groups such as our School Council, Milverton School Association and local community organisations
- Doing in-class work with pupils on issues related to gender, ethnicity and disability equality.

We recognise that the processes we have been through have not been perfect and that effective involvement is not a one-off event. We will ensure that there are further opportunities for involvement and that our policy is in the public domain via the school website. The key issues that we have identified are:

For children and young people
- Ensure thoroughfares are kept clear to maximise access for all users
- Ensure that our curriculum promotes the spiritual, moral and cultural development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life. This should engender understanding and good attitudes towards Britain's diverse and multicultural society

For parents/carers
- Improve signage to direct disabled users to the disabled access bay
- Ensure effective communication with all parents/carers via newsletters, class letters, telephone, e-mail, the school website, Somerset Learning Platform

For staff
- Improve the doors in Blocks TA (Reception and Class 1) and TB (Class 3) by installing a vision panel to allow teachers to see the approach of visitors
- Provide staff training for all members of the staff community on Racist issues and how to deal with them effectively according to best practice and school policies

For community users of the school
- Improve signage to the school by installing signs on both walls of the main vehicular entrance from the B3187

6.   How we have considered the need to include objectives to address the causes of gender pay gaps in formulating our overall objectives

National guidance on the Gender Equality Duty makes it clear that although most schools do not set their own pay systems, as employers, they are legally liable under the Equal Pay Act for their implementation. As a school we have already adopted the Local Authority's pay and grading policy and flexible working policy. We also ensure that these are consistently applied. Through the application of these policies we ensure that pay decisions, including procedures for awarding teaching and learning responsibility points, and decisions that may affect teachers on maternity leave, are free from discrimination and that the needs of staff in relation to flexible working are considered. We also ensure fair access to training and development opportunities.

We are aware of the need to find out whether our policies may be contributing to the gender pay gap both within our own workforce and beyond.

7.   How we will use the information we have gathered

The information we have gathered has been used to establish our key priorities for the next three years and these are contained in our action plan (see **Appendix IV**). This will be reviewed regularly and amended as necessary, for example in the light of new information that we obtain through assessing the impact of all our policies.

8.   How we will assess the impact of our policies

We understand that it will take time to fully assess the impact of our school's policies and practices on people from different groups – boys and girls, women and men, people with disabilities, those from minority ethnic or religious groups or whose backgrounds differ in other ways.   We will initially focus on:

▪   **Divisions in achievement between children of differing gender, race, socio-economic, SEN and ethnic backgrounds through data analysis**

Subsequently, we will look at:

▪   **Attitudes and behaviour towards people of Black and Minority Ethnic (BME) heritage**

In order to do this we will use a range of evidence and data including:

✓   **Attainment and progress in different subjects (using National Curriculum Assessments, Fischer Family Trust and other assessment data)**
✓   **The impact of 'catch-up' or 'booster' classes'**
✓   **Fixed term and permanent exclusions**
✓   **Attendance**
✓   **Homework**
✓   **Bullying (including racist, sexist and homophobic bullying)**
✓   **Complaints**
✓   **Attitudes of different groups for example boys and girls to reading, writing and different areas of the curriculum**
✓   **Participation in school trips/educational visits**
✓   **Participation in sport and physical activities (including after school activities)**
✓   **Participation in other aspects of school life for example School Councils**
✓   **Involvement of mothers and fathers, parents/carers with disabilities, same sex carers, or those from minority ethnic or religious groups in their children's education and school activities generally**
✓   **Evidence of community cohesion or issues that suggestion community divisions**

To support our staff in assessing the impact of policies we will use a framework based on one developed by the DFE (see **Appendix II**).

We will ensure that the outcomes of impact assessments are considered by our governing body and fed into whole school improvement planning and planning at subject level where appropriate.

9.   How we will report on progress and review our policy

This Single Equality Policy replaces our previous policies related to race, disability, gender and equal opportunities. We will produce a summary report on progress and fully update the policy on an **annual basis**. We will also update and revise our **action plan** during the course of each year in the light of any significant policy developments, fresh evidence or new commitments.

10.   Our priorities for the next 12 months

The key priorities that we have identified are:

▪   **Amend parental questionnaires to ensure we gather evidence from parents/carers so that we can monitor the success of this policy**

Our action plan (**Appendix IV**) contains details of how we will address these priorities.

Policy Adopted: October 2009
Policy reviewed: Nov 2014

Appendix I

The legal framework

1.   The Race Relations Amendment Act (2000)

The Race Relations (Amendment) Act 2000 came into force in April 2001 and places a general duty on schools to promote race equality. This general duty means that schools must aim to:

1.   eliminate unlawful racial discrimination;
2.   promote equality of opportunity; and
3.   promote good race relations between people of different racial groups.

The general duty is obligatory, which means that it must be met. Schools cannot claim that they do not have the resources to meet their responsibilities. These responsibilities should be built into the work that schools already do.

The weight given to race equality should be in proportion to its relevance. However it is important to note that "proportionality" and "relevance" is not dependent on the size of the minority ethnic population in a school. Race equality is important, even if there is no one from a minority ethnic group in the school or local community. Education plays a vital role in influencing young people and developing positive attitudes to diversity.

The general duty will be particularly relevant to the functions of schools such as admissions, assessments, raising pupils' attainment, curriculum development and delivery, behaviour and discipline (including exclusions), staff selection and recruitment.

In general terms, this means that all schools need to:

- have a pro-active approach;
- "mainstream" race equality by building it into existing policies and procedures;
- meet all three parts of the general duty.

The Race Relations (Amendment) Act also places specific duties on schools, in order to help them meet the general duty. These duties are described below.

1.   Every school is required to prepare a written race equality policy and keep it up to date

This policy should be linked to strategic planning and decision-making. It should also clarify roles and responsibilities.

2.   Every school must assess the impact of policies, including its race equality policy, on pupils, staff and parents from different racial groups

Assessing the impact of policies requires a detailed, in-depth look at policy areas, using both quantitative and qualitative data. Quantitative data will be available through the process of monitoring described under the next heading. Qualitative evidence could come from a number of sources.
It is not expected that the impact of all policies will be assessed at the same time. Rather, the assessment of the impact of policies on different racial groups should be part of the normal cycle schools have for reviewing each policy.

Qualitative evidence is important when assessing impact because raw data alone will often not provide an adequate basis for taking action. Assessment of impact must include looking at causality. So, for example, if figures show that pupils from one or more minority ethnic groups have lower levels of attendance or participation or attainment than other pupils, we need to ask why this is the case. This may require staff to talk to pupils and parents, or examine approaches to teaching, in order to identify reasons. Once explanations have been uncovered, then appropriate action can be taken.

3.   Every school must monitor the impact of policies on pupils, staff and parents from different racial groups

Monitoring will involve collecting and analysing data for different racial groups in order to measure the school's performance and effectiveness.

Monitoring attainment and progress by racial group, analysing it and using it to examine trends is a particularly important part of this process. However, monitoring of other areas that could have an adverse impact on pupils' attainment is also important. This will include monitoring exclusions, attendance, racial harassment and bullying, rewards and sanctions, parental involvement, community involvement, membership of the staff or governing body, and provision of advice and guidance.

Monitoring data should be used to:

- Highlight any differences between pupils of different racial groups
- Ask why these difference exist and test the explanations given (see assessing the impact of policies above)
- Decide what further action needs to be taken to improve the performance of pupils from specific groups
- Review and set targets in relevant strategic plans.

4.   Employment

Whilst schools are not directly bound by the employment duties, they will need to take account of employment to meet the general duty. Local Authorities are required to monitor and report on staffing in every maintained school. Schools will therefore need to supply data on:

- Staff in post
- Applicants for employment, training and promotion
- If a school has 150+ full time staff, grievances, training, discipline, performance management and reasons for leaving.

The specific duties mean in practice that every school will need either a specific race equality action plan, linked to the school improvement plan, or a specific part of the school improvement plan dealing with race equality issues:
"We suggest that you link your race equality policy to an action plan, and put the plan into practice. The action plan could be part of your strategic plan and you could develop and introduce it through your normal planning and decision-making processes"

From 'The duty to promote race equality: a guide for schools' Commission for Racial Equality p.15

More detailed guidance on meeting the duty to promote race equality is available on the Equalities and Diversity team website:
http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23430

2.   The Disability Equality Duty (from December 2006 for secondary and middle schools, December 2007 for primary and special schools)

The duty requires that every public authority (including schools) shall in carrying out its functions have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and,
- take steps to meet disabled people's needs, even if this involves treating disabled people more favourably than other people.

"The main aim of the general duty is to promote disability equality. Schools will need to look at everything they do, on a day-to-day basis, and think about how equality of opportunity for disabled people can be better promoted. To do this successfully schools will need to embed disability in all management practices and policy development." DRC guidance for schools 2006

"'Due regard' means that schools should give due weight to the need to promote disability equality in proportion to its relevance. One element of proportionality should mean that schools with greater resources are more able, and should make more effort, to promote disability equality. Another dimension of proportionality is that schools should prioritise those areas that are likely to bring about the greatest outcomes for disabled children, young people and adults." DRC guidance for schools 2006 (which contains exemplification about what this might mean for large and small schools on p.10 onwards)

The specific duty regulations require authorities, including all schools, to produce and publish a Disability Equality Policy, to implement certain aspects of the policy and to report on it. The policy may be included in another document or plan (see code of practice for further details). The full text of the regulations is set out in Appendix C of the statutory code of practice, but in summary they state that:

- a public authority should publish a Disability Equality Policy demonstrating how it intends to fulfil its general and specific duties;
- a public authority should involve disabled people in the development of the policy;
- the policy should include a statement of:
  - the way in which disabled people have been involved in the development of the policy;
  - the authority's methods for impact assessment;
  - steps which the authority will take towards fulfilling its general duty (the "action plan");
  - the authority's arrangements for gathering information in relation to employment, and, where appropriate, its delivery of education and its functions;
  - the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Policys.
- a public authority must, within 3 years of the policy being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information; and,
- a public authority must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

More detailed guidance on meeting the Disability Equality Duty is available on the Equalities and Diversity team website: http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23594

3.   The Gender Equality Duty (April 2007)

All schools and other public bodies have a **general responsibility** under the Gender Equality Duty to:

- Eliminate unlawful sex discrimination and harassment; and,
- Promote equality of opportunity between men and women.

Unlawful sex discrimination and harassment includes discrimination as defined by the Sex Discrimination Act 1975 (SDA) and the Equal Pay Act 1970 (EqPA).

There is also a **specific duty** placed on schools by the Gender Equality Duty, to create a Gender Equality Policy. The policy needs to show how the school has:

- **Considered the need to include objectives to address the causes of any gender pay gap** in formulating its overall objectives;
- **Gathered and used information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services (particularly those to children and young people);
- **Consulted stakeholders and taken account of relevant information** in order to determine its gender equality objectives; and,
- **Assessed the impact of its current and proposed policies and practices** on gender equality.

The school is required to:

- **Implement the actions set out in its policy** within three years; and,
- **Produce a summary report** against the policy every year, which may be incorporated within another strategic document, and **review** the policy at least every three years.

It is important that the policy includes gender equality objectives based on information, consultation with stakeholders and an assessment of the impact of policies. The policy should provide a clear framework to help the school identify objectives, and plan, deliver and evaluate the steps needed to meet the duty.

More detailed guidance on meeting the Gender Equality Duty is available on the Equalities and Diversity team website:
http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23682
http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23754

4.   Responsibilities relating to lesbian, gay, bisexual and transgender children and young people and staff

The Employment Equality (Sexual Orientation) Regulations 2003 protect all staff in schools against discrimination or harassment on the grounds of their sexual orientation. Employers must take action to stop such behaviour. These laws also cover perceived sexual orientation or association (for example harassing someone because of a friend or family member's perceived sexual orientation).

Part 3 of the Equality Act 2006 outlaws discrimination on the grounds of sexual orientation in the provision of 'goods and services'. This came into effect on 30 April 2007 and covers all public bodies including schools. DFE guidance document 'Homophobic bullying: safe to learn – embedding anti-bullying work in schools' gives a few example of what this means in practice:

- Ensuring that children and young people are not refused admission to a school on the ground that they are or are thought to be lesbian or gay, or because they have gay relatives;
- Ensuring that lesbian and gay children and young people are not prevented from taking advantages of opportunities such as being a school prefect; and,
- Treating homophobic bullying with the same level of seriousness as other forms of bullying.

The above DFE guidance also summarises the position regarding Section 28 of the Local Government Act 1988, which confused many schools with regards to what could be said in relation to homosexuality due to issues around the word 'promotion':

"Section 28 was repealed in 2003 and is no longer law. There are no, and never have been any, legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and respond to, and preventing homophobic bullying."

Appendix II

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed derived from the principles in Section 3

Key topics	Disability	Ethnicity, culture, religion and belief	Gender and sexual orientation	Other factors
1. Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whatever their gender or sexual orientation? Or are outcomes different for females and males, or children and young people with different sexual orientations, with some being disadvantaged?	Do our policies benefit all learners and potential learners, irrespective of other factors such as age, income, family circumstances or where they live? Or are some groups being excluded or disadvantaged?
2. Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of girls' and boys', women's and men's, differing experiences or of the experiences of lesbian, gay, bisexual and transgender people? Or is a 'one size fits all' approach adopted?	Is due account made of the differing experiences of people depending on factors such as age, income, family circumstances or where they live? Or is a 'one size fits all' approach adopted?

Key topics	Disability	Ethnicity, culture, religion and belief	Gender and sexual orientation	Other factors
3. Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whatever their gender or sexual orientation? Or are there differential impacts, both positive and negative?	Do all members and potential members of the workforce benefit, irrespective of factors such as age, income, family circumstances or where they live? Or are there differential impacts, both positive and negative?
4. Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between boys and girls, women and men, and people of different sexual orientations? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	Do our policies promote good relations between people from different age groups, with different income or family circumstances or who live in different places? Or are there tensions and negative attitudes?
5. Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men, and people of all sexual orientations? Or are women, or lesbian, gay, bisexual and transgender people, excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of all citizens irrespective of age, income, family circumstances or where they live? Or are certain groups excluded or marginalised?

Key topics	Disability	Ethnicity, culture, religion and belief	Gender and sexual orientation	Other factors
6. Positive impact on equality	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men, and people of different sexual orientations, that currently exist? Or do inequalities, for example in seniority and pay, continue?	Do our policies help to reduce and remove inequalities between people from different age groups, with different income or family circumstances or who live in different places? Or do barriers and inequalities continue?
7. Consultation, involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men, and people of all sexual orientations? Or are the views and experiences of women or men, or lesbian, gay, bisexual and transgender people, not sought or heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds, including people from different age groups, with different income or family circumstances or who live in different places? Or are certain views and experiences not sought or not heeded?

Appendix III

Information about involvement activities

In this appendix we have included a summary of consultation information from the Local Authority.

A range of feedback, both positive and raising concerns, has been given by children and young people, their families and/or community groups through consultation/engagement activities – findings are summarised in the table below.

SCC consultation with, and informal feedback from, the parents/carers of children from Minority Ethnic groups (2006 and 2007)	• Generally high levels of satisfaction with schools, Early Years provision and other SCC services for C&YP • Some dissatisfaction with the way complaints are handled by schools and the Local Authority • Low levels of satisfaction in how schools respond to reports of racist incidents and/or feed back to parents/carers • Not all racist incidents reported to schools (for a wide range of reasons) • Some parents/carers suggesting that there is a need for more staff training, including training on the legal definition of a racist incident for the purposes of recording and reporting • Lack of use by schools of commercial/community interpreters and tendency to use pupils as interpreters and the internet for translations (often not accurate) • Young people moving here from abroad at the age of 15 or older (limited access to English classes) • Level of support in schools to meet the additional needs of BME pupils at risk of exclusion • Traveller parents dissatisfied with robustness of actions taken by schools following racist incidents
SCC consultation with pupils who have been victims of racist incidents – mainly, but not exclusively Minority Ethnic groups (2006 and 2007)	• Significant impact of racist incidents on some pupils • Not all schools reporting all racist incidents to the LA • Pupils generally satisfied that reports of racist incidents were taken seriously, but often not fully satisfied with the actions then taken by schools, eg how they were kept informed of actions taken by schools, sanctions against perpetrators, dissatisfaction when they felt punished more severely than perpetrators (for fighting back)
SCC consultation with disabled pupils/pupils with SEN (2005)	Issues raised by children: • Critical importance of good relationships with adults

	• Need for consistent approaches by different adults • Importance of practical, fun activities • Panic created by too much pace • Value of learning with peers • Bullying still an issue • Need for quiet spaces • Need to develop own learning strategies • Importance of fairness and praise
SEN group consultation with parents about children with disabilities and the implications of the Disability Discrimination Act for schools and other settings (2006)	Issues raised include: • Support available for pupils with dyslexia • Health and Safety for wheelchair users and complex school sites • Support available for parents, governors and schools to implement the Disability Equality Duties • The relationship between Special Educational Needs and Disability • Clarity about procedures for National curriculum tests • Funding available for schools to support SEN • The status of Annual Reviews • Support for schools to do Inclusive Risk assessments • How to access the Local Authority SEN ICT assessment process • Support for schools to work with pupils with challenging behaviour • Appreciation of parent support groups – they really do support parents
SCC meetings with Somerset Gay Health (2005-2007)	• Lack of monitoring by the LA of homophobic incidents in schools • Lack of training for school staff
SCC consultation with LGBT young people (2007-2008)	This consultation is still on-going, but preliminary results from a small sample of young people highlight: • Difficulty for pupils to report homophobic incidents in schools • Dissatisfaction with school responses

Appendix IV

Action Plan

Impact Assessment Issues and Actions Table					
School: Milverton CP School			Date: November 2014		
Identified Issue drawn from your conclusions	**Actions needed - how will your service or policy be amended?**	**Who is responsible?**	**By when?**	**Is a monitoring system required?**	**Expected outcomes from carrying out actions**
DISABILITY					
Install a push button access and a motorised door arm to enable children with impaired mobility to access the main school building independently	DFCG money granted (up to £1000) Either managed or school based project. 3 quotes site survey electrical survey	HT/AHT/SEN manager/ SEN Governor	Summer 2016	Yes (SEN Governor)	Accessibility improved for all via front door into controlled lobby and infant playground into library. Children and adults with mobility difficulties will have 2 routes into and out of the school.
Ensure thoroughfares are kept clear to maximise access for all users	Check recommended measurements for thoroughfares. Clear thoroughfares on a regular basis.	All staff	On a daily basis	Yes (AHT)	Maximise access for all users.
ETHNICITY, CULTURE, RELIGION AND BELIEF					
Ensure that our curriculum promotes	Review curriculum policy. Review planning procedures	All staff SMT	Summer 2015	Yes (AHT)	Policies and curriculum reflect the needs and

Impact Assessment Issues and Actions Table

School: Milverton CP School				Date: November 2014	
Identified Issue drawn from your conclusions	**Actions needed - how will your service or policy be amended?**	**Who is responsible?**	**By when?**	**Is a monitoring system required?**	**Expected outcomes from carrying out actions**
the spiritual, moral and cultural development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life. This must engender understanding and good attitudes towards Britain's diverse and multicultural society	in order for S, M and C development.				prepares children accordingly.

Identified Issue drawn from your conclusions	Actions needed – how will your service or policy be amended?	Who is responsible?	By when?	Is a monitoring system required?	Expected outcomes from carrying out actions
SEXUAL ORIENTATION					
Ensure tolerance and understanding of sexual orientation issues is promoted within our PSHCE curriculum	Annual review of Sex and Relationships Policy with a focus on sexual orientation.	Education Governors	Spring 2015	Yes (FGB)	Policy is current and inclusive. Staff are aware and any training given.
COMMUNITY COHESION					
Review effectiveness of communication with all parents/carers via newsletters, class letters, telephone, e-mail, text service, the school website and Somerset Learning Platform.	Research need for Somerset Learning Platform and the benefits it can bring to the school to improve CC over and above what we have already.	ICT coordinator	Spring 2015	Yes SMT	Understanding of further improvements that can be made to our already effective communication services.
OTHER (it may also be appropriate to include actions related to age, income, family circumstances, rurality etc.)					