

Eastry Church of England Primary School

Single Equality Scheme 2015 - 2018

PART A: Scheme

Scheme agreed by Governors: May 2015

Scheme due for review: May 2018

Head Teacher: Tim Halling

Lead Person: Tim Halling

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1. Our Distinctive Character, priorities and Aims

1.1 Characteristics of our school

Eastry is an average sized primary school with a roll of 207 pupils. There is a high proportion of girls on the school roll compared to in other schools. The percentage of pupils eligible for FSM is average. The proportion of pupils from an ethnic minority is below average as is the percentage with English as an Additional Language. The percentage of pupils who are on the SEN register at School Action is above average compared to other schools but there is a below average proportion at School Action Plus or with a Statement of SEN. The stability of the school roll is average. The index of deprivation based on pupils' home postcodes places the school in the middle 20% of primary schools in the country (But in Kent we are the 163rd most deprived primary school in the county [out of 450 primary schools])

Data show that there is some variation in levels of FSM, EAL and in the boy/girl ratio in the different year groups. There is more consistency in the proportion of pupils on the SEN register

Of the 11 pupils who are on the SEN register at School Action Plus or with a Statement, 1 has Behaviour, Emotional & Social difficulties, 5 have Speech, Language & Communication needs, 1 has a Visual Impairment, 1 has a physical difficulty and 1 has autism. Due to the low numbers of children in our vulnerable groups children are tracked on an individual basis.

1.2 School values

At Eastry Church of England Primary School we aim to promote Christian values and a sense of self worth in both children and staff within a happy, safe and secure environment. Every child is encouraged and challenged to fulfil their full potential and have respect and consideration for themselves, their peers and the world around them.

Our school is a family where children and adults will learn together. We aim to do this by:

- ☐ Creating a caring environment where children value learning, experience success and grow in self esteem.
- ☐ Developing children's own strategies for learning and improvement.
- ☐ Developing lively and enquiring minds.
- ☐ Encouraging children to communicate confidently and clearly.
- ☐ Maximising achievement through clear expectations and the promotion of high standards.
- ☐ Taking into account the children's preferred learning styles.
- ☐ Celebrating the children's achievements.
- ☐ Delivering a whole school curriculum that ensures continuity, progression, breadth and balance.
- ☐ Providing effective teaching and learning resources to support and enrich the curriculum.
- ☐ Maintaining and developing a school behaviour policy that is agreed and understood by children, staff, parents and governors.
- ☐ Providing a secure environment for our children.
- ☐ Making our environment attractive and stimulating to support and celebrate the children's

learning.

- ☒ Helping develop the children into responsible, independent and confident individuals.
- ☒ Providing equal opportunities for all.
- ☒ Showing sympathy, respect and understanding for others.
- ☒ Ensuring the school is a vital part of the local community.

1.3 Setting our priorities

The priorities for the SES are set in the light of:

- Identification summarised in the overview of outcomes;
- views expressed by stakeholders that have been involved in the development of the scheme;
- consultation held widely as well as representation through the working party;

Children and young people

- narrowing the attainment gap between different groups of children and young
- people in the school e.g. children using alternative forms of communication and
- Looked After Children (LAC);
- challenging race and gender stereotypes in subject choices and career advice;
- Our community
- improving the involvement of children and young people, parents and carers from minority ethnic backgrounds e.g. English Gypsies and Irish Travellers;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language;

Our school community

- improving the involvement of disabled children and young people, staff and parents and carers;
- tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- considering objectives to address the causes of any gender pay gap or differences between groups;
- promoting positive attitudes toward diversity;

1.4 Aims

We strive to make the best possible provision for all our pupils, regardless of disability, ethnicity, religious belief, national origin or status, gender or sexual orientation

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We believe in the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls.

2. Principles of Our SES

2.1 Purpose of the SES

We recognise our duty and responsibility to establish equality for all students, members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors.

Our SES enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);
- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through our SES we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between children and young people;
- improve outcomes as described within the Kent Children's and Young People's Plan (CYPP).

2.2 A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on different stakeholders.

We also apply proportionality in ensuring that our PCPs are proportionate means of achieving legitimate aims.

We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see 2.5 below) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality such as mental health needs or being young carers.

We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic monitoring of outcomes, impact assessment and action planning incorporating the fullest possible participation of stakeholders.

2.3 Participation

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular step to ensure disabled children and young people, parents and carers are involved as is their entitlement.

Our consultative groups and working party include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.

The school involves stakeholders including children and young people, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for

disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders are genuinely taken into account when we set priorities.

2.4 Anticipation

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative. This is particularly relevant due to our low numbers from ethnic minority groups within our school

3. Responsibilities

3.1 Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;
- ensuring that action plans are undertaken for all protected characteristics;
- setting up the working party, with membership to include (where practicable):
 - SLT member
 - Governor
 - Parent/carer
 - Staff representative
 - SENCO
 - Associate members, eg school council

- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

3.3 All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's PCPs;
- maintaining an awareness of, and professional interest in, the school's current SES and the PCPs to which it relates;
- implementing PCPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

4. The working party

Our working party is involved throughout the planning, monitoring and evaluation of the SES. The Key Functions of the Working Party are:

- to ensure the involvement of the widest possible range of people representing the different protected characteristics;
- to arrange for the gathering of information relating to all protected characteristics;
- to consider arrangements for impact assessments;
- to report to the leadership team on outcomes of information gathering and impact assessment;

5. Information gathering

5.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate

impact assessment and identify which of the school's aims have been achieved and what we need to do better.

5.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children and young people views actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

6. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form annually to the Governing Body. Where a robust analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

7. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

We undertake our impact assessment in a relevant, proportionate and systematic way. In addition to using the Overview of Outcomes as a focused starting point, impact assessments are incorporated into the school's planned review and revision of every policy and are also undertaken according to other established criteria through a screening process.

Screening PCPs helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but an aid to managing the impact assessment process. We are aware that many PCPs have the potential to affect different groups in different ways and this is factored into the screening process.

Every new PCP is drawn up with regard to the school's duties as described in this SES and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

8. Action Plans

Our action plans are incorporated into the School Improvement Plan (or School Development Plan), which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan, and Safeguarding Policy.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body and with Ofsted when the school is inspected.

9. Publication and reporting

The working party decides how best to publish the SES. The school provides a copy in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SES and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PCPs.

10. Review

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.

Eastry Church of England Primary School

Single Equality Scheme 2015 – 2018

Appendices

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App 6. SES Part C: Impact Assessment – Introduction, templates (p 16-24)

App 7. SES Part D: Action Plans – Introduction, templates (p 25-28)

App 8. FAQ (p 29)

App 1. Definitions and guidance

The Equality Act (2010) harmonises existing legislation and creates a new list of people who share a protected characteristic under the law. The Act includes secondary legislation setting out the Public Sector Equality Duty that consists of a General and a Specific Duty. Both the Act and the Public Sector Equality Duty apply to all aspects of employment, goods and services, partnerships and procurement. This includes schools and education.

There is no longer a requirement for an Equality Scheme, though the Duty sets out requirements for publication of information, as well as setting of Equality objectives. The Duty requires information published to include the effects of policies and practices on people who are protected by the act. The Equality and Human Rights Commission recommend that this should take the form of Equality Impact Assessments (EIAs) in organisations that have embedded them as standard practice but there is no statutory requirement to use them at present.

The following definitions and legal duties describe the school's understanding of legislation prior to and including the Equality Act 2010 in relation to the protected characteristics:

App 1.1 Definitions relating to the Equality Act 2010

The following definitions are some of the more common terms relevant to schools or the particular provisions of the Act:

Discrimination:

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth. It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

Indirect discrimination occurs when you apply a provision, criterion or practice (PCP) in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion. Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Positive Action:

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions. It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

‘Proportionate means of achieving a legitimate aim’:

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means ‘appropriate and necessary’, but ‘necessary’ does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school’s justification, if there are other good reasons for adopting the chosen practice. The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must

be. In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Protected Characteristics:

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

- Age
- Disability.
- Gender reassignment.
- Marriage and civil partnership
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions. The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

Provision, criterion or practice (PCP):

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit or in preparing for a school trip)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Public sector equality duties:

These give public bodies, including maintained schools, Academies and Pupil Referral Units, legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The duties provide a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. They also provide a strategic and systematic means of tackling major entrenched disadvantage across the sector.

Reasonable adjustment duty:

Schools are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty is owed to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

Schools cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether it is known that a particular pupil is disabled or whether there are currently any disabled pupils. By anticipating the need for an adjustment schools are best placed to help disabled pupils who come to the school. Schools are not expected to anticipate the needs of every prospective pupil but they are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate to provide large print for a pupil with a visual impairment, it might not be reasonable to be expected to have Braille devices standing ready.

Socio-economic duty:

Socio-economic status was also recognised in the legislation, though a specific duty on Socio-economic status has not been enacted by the present Government. This means that the statutory protection given to people on low incomes or in rural isolation experiencing disadvantage or unfair treatment will not be the same as the other protected characteristics.

App 1.2 Guidance for School Leaders

DfE: Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities

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

Equality and Human Rights Commission: Code of Practice

<http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-consultations/>

Local Authority: Refer to the updated information available on kenttrustweb http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_publications.cfm

App 2.1 Table of legislation prior to Equality Act 2010

Prior to the Equality Act 2010 'protected characteristics' were commonly called 'strands'.

Equality Strand	Legislation	General Duty	Specific duties
ALL	Human Rights Act (1998), Article 14: Rights ... <i>'without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.'</i>		N/A
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005	Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Disability Equality Scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review • Report annually SEN policy & Accessibility Plan <ul style="list-style-type: none"> • Report annually
Gender (sex) and Gender Reassignment	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004	Eliminate discrimination Promote equality of opportunity	Gender equality scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000	Eliminate discrimination Promote equality of opportunity Promote good relations	Race equality policy <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review Record incidents & report to LA
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006	Employ - ment & provision of goods & services including Education	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment – including harassment
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81		

App 2.2 Table of legislation: Equality Act 2010

Protected Characteristics:	What is new?	Requirements	Application to schools
Age Disability Gender - reassignment Marriage and civil Partnership Pregnancy and Maternity Race Religion or belief Sex Sexual orientation	<p>A single public sector equality duty applying to all protected characteristics:</p> <p>Specific changes offering greater protection from harassment and victimisation.</p> <p>Positive action</p> <p>Direct discrimination extended to disability Indirect discrimination extended to disability and gender reassignment New protection from discrimination by association or perception</p>	<p>Eliminate discrimination, harassment and victimisation Advance equality of opportunity, Foster good relations</p> <p>Victims now only need to show that they have been treated badly, rather than less favourably.</p> <p>No requirement to take positive action. No restriction on treating disabled people more favourably.</p> <p>Extension of protection from discrimination based on association or perception to all protected characteristics</p>	<p>Provision for Education (Part 6, Chapter 1)</p> <p>Application of all characteristics as employer and provider of services. Age and Marriage and civil partnership excluded in relation to pupils.</p>

The General Duty – in the exercise of all functions schools must have ‘due regard’ to:

Eliminating unlawful discrimination, harassment and victimisation.	<p>This means: Ensuring all of the policies, services and decisions do not have any bias that will disadvantage people who share a protected characteristic.</p> <p>Having good policies in place to support people who share a protected characteristic to raise concerns of discrimination and harassment, and be protected by the organisation and treated fairly if they raise a concern.</p>
Advancing equality of opportunity between those who share a protected characteristic and those who do not.	<p>This means: Proactively identifying if there are barriers that prevent people who share a protected characteristic from getting the full benefits of employment, goods or services. Taking steps to remove barriers, and prioritising equality of opportunity where there are competing demands – where possible minimising the impact of changes.</p>
Fostering good relations between those who share a protected characteristic and those who do not.	<p>This means: Breaking down barriers that separate individuals into competing groups, addressing issues such as hate crime, domestic violence and violent extremism, ensuring that accurate information is given to all sections of the community so that myths and misinformation do not divide people.</p>

The Specific Duties – in the exercise of the General Duty schools must:

Publish information to demonstrate compliance with the general duty	Take note: Information will clarify how compliance in policies and practices has affected people who share relevant protected characteristics Deadline: By 6 th April 2012 and then annually
Prepare and publish one or more objectives	<i>Take note: Objectives must be specific and measurable</i> Deadline: By 6 th April 2012 and then at intervals of not greater than 4 years

App 3. Links to other provisions, criteria & practices

School Accessibility Plan:

Anti-Bullying: The DCSF definition of bullying (contained in the 2007 Safe to Learn guidance) has been accepted by the LA and this school: *“behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally”*

Kent policies, guidance and other important information relating to bullying: <http://www.kenttrustweb.org.uk/Children/bullying.cfm>

The Kent model anti bullying policy for schools can be found at:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/model_antibullying_policy_1008.doc

The link to the specific guidance on producing a separate school race equality policy and action plan

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Race_Equality_in_Schools_0308.doc

The link to the specific guidance relating to managing racist incidents is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Managing_Racial_Incidents_Policy_0308.doc

The link to specific guidance relating to homophobic bullying is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Sexuality/Good_Practice_for_all_schools_on_tackling_homophobic_bullying.doc

Community cohesion: The school has a duty to promote and enhance community cohesion (Education and Inspections Act 2006). There are 3 areas where schools are expected to contribute to community cohesion. These are 1) Teaching, learning and the curriculum, 2) Equity and excellence and 3) Engagement and extended services.

http://www.kenttrustweb.org.uk/ask/ask8/ask8_whole_school_com_cohesion.cfm

Job descriptions:

Health and Safety:

Safeguarding Policy:

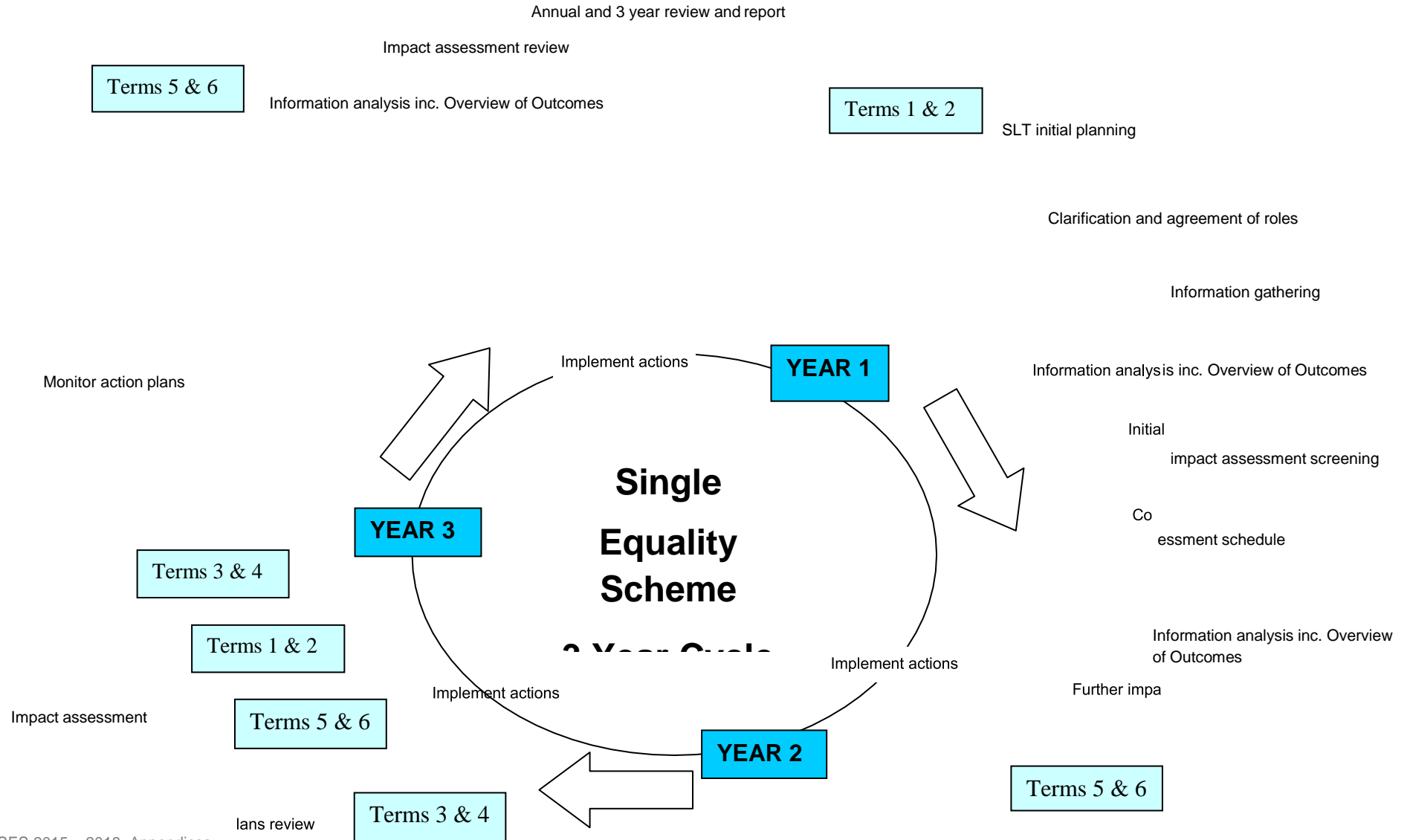
SEN Policy:

Uniform Guidance:

Well-Being: This SES is a means of ensuring the promotion of well-being for all in the school community.

APP 4

The 3 Year Cycle:



Commissioning of

working party

Monitoring over 1 and 3 years

Annual review and report

Action plan

Information analysis inc.
Overview of Outcomes

Terms 1 & 2

Monitor action plans
Further impact assessment

Annual review and report

Impact assessment

Terms 3 & 4

Impact assessment screening

Publication of the full SES

App 5

SES Part B: Overview of Outcomes – introduction

1. The **Overview of Outcomes for Vulnerable Groups**

- evaluating the outcomes of groups of children and young people who are nationally and/or school identified as vulnerable to underachievement and discrimination;
- identifying, through this analysis, areas for improvement in provision for those vulnerable groups;
- establishing a baseline of information from which to assess the impact, over time, of action taken to improve outcomes and provision for vulnerable groups;
- collating evaluative data summaries to inform self evaluation in relation to vulnerable groups.

2. The factors to be analysed and the range of vulnerable groups listed on the template are not exhaustive. The form is designed to enable us to add our own fields, extending the analysis to cover other groups e.g. EAL, or dimensions of SEN, or extending the factors, for example, composition of the teaching and support staff. The group is always compared with those not identified in that particular group e.g. G&T and not G&T.

3. The outcomes represent an overview summary at a particular point in time. The outcome cell acts as a ‘front page’ behind which further analysis and information is available, for example, where attendance is an issue for a particular group, a breakdown of reasons for absence and actions taken to address the problem will provide a context.

4. It is important to indicate the date of the overview to enable future comparisons.

5. When presenting or sharing the overview outcomes it is important to avoid the possible identification of individual children or young people. The information is not intended as something to be published in full for circulation, rather as a source of information to inform self–evaluation and to identify areas for improvement.

6. In considering the outcomes for all pupils in the school, the SLT considers the outcomes for minority ethnic groups as a whole and for each ethnic group. National and LA monitoring of data indicates that some minority ethnic groups (e.g. Gypsy Roma, Bangladeshi) are achieving well below expectations for all children and this may be masked where there are small numbers of children or if the school sees minority ethnic children as one group. Even if there is one child in the ethnic group it is important to give consideration to that child's attainment and consider this in relation to the performance of the ethnic group as a whole locally and nationally, as well as all pupils in the school.

App 6.1 SES Part C: Impact Assessment – Introduction

Why do equality impact assessment (EIA)?

- Allows us to give thought to the effect or potential effect of what we do on all members of our school community, including children, young people, parents/carers, our staff and others;
- Enables us to fulfil the requirements of anti-discrimination and equalities legislation and to promote equality of opportunity for all as we establish a school that is just and fair, where all can flourish;
- Helps us understand why there are different outcomes for various groups or individuals and to plan for change;

Principles:

- No new policy or policy amendment is applied without having been impact assessed;
- Proportionality and Relevance – identifying and prioritising key PCPs;
- Ensuring effective participation through the work of the working party;
- Based on evidence – summary/professional judgement/team based at screening stage with more comprehensive evidence drawn into full impact assessment process;
- Managing the process in a systematic and planned way but allowing flexibility to be responsive;
- Using impact assessment to inform change and development in PCPs;
- Screening based on identifying existing or potential positive or adverse impacts = the two basic questions;
- Our golden rule for engagement and manageability: **SCREEN EARLY, REVIEW LATER**

The process:

- We analyse information drawn together in the Overview of Outcomes to identify the PCPs relevant to the pattern of outcomes;
- All PCPs noted above are impact assessment screened enabling us to identify priorities for full impact assessment and action;
- We use an EIA planning and review schedule of screening and full impact assessment taking into account further identified criteria in addition to the Overview of Outcomes;
- Throughout the year the schedule is used to screen identified PCPs and to do full impact assessments where indicated;
- The results of our impact assessments are recorded very briefly on the schedule and more fully in our reporting on, and publication of EIAs. This also acts as evidence for our school self evaluation.

App 6.2 SES Part C: Impact Assessment Template
Equality Impact Assessment (EIA)

Part 1: EIA Screening

Provision, Criterion or Practice:		DATE:	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		

Sexual orientation (gay, lesbian, bisexual; actual or perceived)		
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Any adverse impacts are explored in the Full Impact Assessment below.

Part 2: Full EIA

Identify the aims of the policy/service/function and how it is implemented.

Please enter:

Assessment of impact (with regard to protected characteristics: disability, gender, race, religion or belief, sexual orientation, age, marriage and civil partnership, pregnancy and maternity)

Please enter:

Consideration of alternative measures or adjustments.

Please enter:

Consultation

Please enter:

Data to support the Assessment

Please enter:

Monitor for adverse impact in the future and publication of results of such monitoring

Please enter:

Publication of results of the impact assessment

Please enter:

Part 3: EIA Action Plan

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments

App 6.4 SES Part C: Impact Assessment Planning and Review Schedule

Provision, criterion or practice	EIA Screening planned (date)	EIA Screening done (date)	Full EIA needed ? Y/N	Full EIA planned	Full EIA done	Key Findings

App 7 SES Part D: Action Plans – Introduction

Action planning principles:

- Action planning is done in accordance with the School's values, priorities and aims as identified in **Part A:1** of our SES.
- 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 action plans;
- Through the impact assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential;
- Action plans are seen as 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;
- Action plans 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 action planning is to **be SMARTER and get started**.

The process:

- Action planning is done in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the impact assessments we have undertaken.
- We plan for action over 1 and 3 years so that it is possible to implement change and development in a responsive yet systematic way.
- Action plans are reviewed annually and in the third year we undertake a review of the impact of our actions over three years.

App 8 Frequently Asked Questions (FAQs)

- 1. What is the legal requirement to do equality impact assessments (EIAs)?** There is no specific legal requirement to record EIAs but the specific duty to publish information to demonstrate compliance with the general duty will have to be informed by accurate assessment of the impact of PCPs on those who share relevant protected characteristics. A robust process of equality impact assessment can assist in accurately identifying genuine issues.
- 2. Have education services actually faced legal action over equalities?** Yes, there is some significant case law. Examples include rulings on admissions policy (*M v Jewish Free School* 2007), uniform Policy (*Watkins-Singh v Aberdare Girls' High School*, 2008) and impact assessment (*Kaur and Shah v London Borough of Ealing*, 2008).
- 3. What is 'institutional discrimination'?** The Stephen Lawrence Inquiry report defined institutionalised racism as, *'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'*
- 4. What is the difference between a policy and a scheme?** There is no difference that affects this SES.
- 5. Do we still have to have an accessibility plan?** Yes, there are specific requirements in relation to accessibility.
- 6. How can we manage the burden of paperwork associated with a SES?** Originally the SES was theoretically one way of rationalising the requirements of a range of equality laws. A single scheme should mean less paperwork. At the development stage there is a lot of new work but the benefits will outweigh the costs if schools plan and develop their SES carefully and realistically. It also needs to be remembered that the various elements of the SES are tools rather than requirements.
- 7. Can our equality action plans be done as part of other action plans within the school?** Yes, it is good practice to embed the processes relating to the SES within other school PCPs including development and action planning. There may still be a need to do discrete equality action planning where there is a need to take action on an equality issue for which there is no other related planning.
- 8. Can we do a single equality action plan covering the various identified groups?** It is for the school to decide how to

organise its processes and documentation. In order to target action effectively, however, an individual plan will be needed in relation to each protected characteristic where issues in regard to that characteristic have been identified through equality impact assessment.