**Single Equality Policy**

**Sutton Manor Primary School**

**Title of Policy Single Equality Policy**

**This document replaces:** **Equal Opportunities/ Race/Disability/Gender policies**

**Author:** **Governors and School Staff**

**Related policies:** **Inclusion/ Admissions/Anti-Bully/SEND Local Offer**

**Date adopted by School Governors:**

**Date first published:** 2017

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**Policy Review cycle**

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Date of next review January 2023

Governing body approval: Chair of Governors \_\_E Benbow Date: March 2021

**INTRODUCTION**

Sutton Manor Primary is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our mission statementwe pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

**LEGISLATION AND DUTIES**

The following list identifies the equality legislation that affects the school.

* Human Rights Act 1998
* Education Act 2002 (Section 78)
* Education and Inspectors Act 2006 (Section 38 (1))
* Equality Act 2010
* The Equality Act 2010 (Specific Duties) Regulations 2011
* Children and Families Act 2014

**Human Rights Act 1998**

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual’s Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

**Education Act 2002 (Section 78)**

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

**Education And Inspections Act 2006 (Section 38 (1))**

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

* Promote the wellbeing of pupils at the school, and
* Promote community cohesion.

**The Children and Families Act 2014**

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will

* Contribute appropriately to the ‘local offer’ detailing relevant services available for children with disabilities and / or Special Educational Needs.
* Contribute appropriately to a pupil’s Education, Health and Care Plan.

**Equality Act 2010**

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

* Eliminate discrimination, harassment and victimisation
* Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
* Foster good relations between persons who share a protected characteristic and persons who do not share it.

Sutton Manor Primary will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

* Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
* Ensure hate incidents and hate crime reporting is integrated within the School’s Anti Bullying Policy
* Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
* Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the School.

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to

* increase the extent to which disabled pupils can participate in the school's curriculum
* improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
* improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

In order to meet Section 10 of the Equality Act 2010 Sutton Manor Primary will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school’s website. In addition, the School takes into account the widening definition of disability within its decisions and functions, and gives due regard to the “Social Model” of disability. This model recognises the barriers caused by the environment and people’s attitudes to disability.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, Sutton Manor Primarywill

* Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
* Prepare and publish equality objectives to demonstrate how the general equality duty will be met

**PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

**RESPONSIBILITIES**

**Governors are responsible for**:

* Ensuring that the School meets the duty of the Equality Act 2010.
* Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
* Requesting an annual report from the Head Teacher on progress against the school’s equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

**The Head Teacher is responsible for**:

* Producing, implementing and maintaining the school’s
* Equality Policy
* Publishing the School’s contribution to the “local offer”
* Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
* Ensuring that hate incidents and hate crime reporting is integrated within the School’s Complaint Process and Anti Bullying Policy
* Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
* Equality impact assessment of policies
* Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
* Curriculum Equality Audit
* Completing of the equality, accessibility and cohesion audit and action plan
* Publishing the School’s Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
* Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
* Publishing the equality objectives on the school website; reviewing them annually.
* Reviewing and revising the School’s Equality Policy every three years
* Reporting to Governors annually progress against the School’s Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
* Ensuring the School’s Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
* Ensuring the School’s Equality Policy is followed consistently by all staff and pupils
* Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes

**All staff are responsible for**:

* Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
* Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
* A consistent challenge to unwanted behaviour, including inappropriate use of language.
* Consistent application of all school policies

Staff with responsibility for areas of the curriculum, are responsible for completing Curriculum Equality Audits for each area, and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

The Head teacheris responsible overall for dealing with reports of hate-incidents

The Head Teacher and SENCOare responsible overall for Children with Special Educational Needs

**Pupils, parents, visitors and contractors** **are responsible for**:

* Ensuring they follow the equality policy and procedures
* Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
* A consistent challenge to unwanted behaviour, including inappropriate use of language

**DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION**

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

### Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

### Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

### Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

* Can be met by considerably smaller proportion of people from a particular group
* Is to the disadvantage of that group
* Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability (‘something arising in consequence of the person’s disability’), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language ‘a proportionate means of achieving a legitimate aim’).

### Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or gender. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantage would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

**DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS**

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

**EMPLOYMENT**

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

* The number of staff in post, and
* The number of applicants for employment, training and promotion

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council’s Human Resources Section, in a format specified by the Council.

### MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

* Pupil Admission
* Pupil Exclusion
* Pupil Attainment
* The progress of pupils identified as having special educational needs
* Complaints
* Hate Incidents
* Satisfaction Surveys
* Local Offer for SEND

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by St.Helens Council’s Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, gender, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School’s Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

**EQUALITY IMPACT ASSESSMENT (EIA)**

The school’s Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the school’s functions the Equality Impact Assessment process will cover the following areas:

* The advancement of equality of opportunity
* The elimination of unlawful discrimination, harassment and victimisation
* To foster good relations between different groups of our community
* The promotion of positive attitudes to disability
* The participation by disabled people in public life
* The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
* Improving health and wellbeing

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School’s Improvement Plan *(see Appendix 1 for template EIA)*.

**CURRICULUM EQUALITY AUDIT**

The School’s curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community and examples that demonstrate “due regard” to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn’t or can/can’t do *(see Appendix 2 for template)*.

**REPORTING PROGRESS**

School Governors will monitor the School’s Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The annual report on progress against the Equality Policy and Action Plan will be produced by 30.6.2021.

The Equality Policy and Action Plan will be reviewed at least once in the next three years.

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

**Equality, Accessibility and Cohesion Audit and Action Plan**

This audit will identify and set out how Sutton Manor primary school will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

## How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven’t done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the ‘Evidence’ column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the ‘Tasks and priorities’ column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

| Audit Area and Questions | A | B | C | Evidence | Tasks and priorities | | By Whom and Date |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Legal compliance** | | | | | | | |
| 1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan. | x |  |  | New policy adopted by Governors as recommended by LA | Link Governor for Equalities to meet with staff governor. Policy completed and reviewed by Strategy group. Presented to full governors. | | To be presented to governors Spring term 2020. |
| 1. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its:   (i) Equality Policy  (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and  (iii) Equality Objectives | x |  |  | Policy, audit and action plan on the new school website. |  | |  |
| 1. Governors receive an annual report on progress against the School’s Equality Policy, Equality Objectives and Action Plan. |  | x |  | Link governor for Equalities provides a report every year for governors. See Governing body minutes. | A working party of governors contributed to the plan on 10th June 2021. The plan will go to FGB on 5th July 2021. This will be uploaded to GovernorHub | | HT. |
| 1. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning |  | x |  | We have a strategic plan during curriculum review to action this All policies to include an equal opportunities section. Curriculum policies updated with equality section in September 2019 for ofsted framework. | Impact assessments – ensure these are added to the curriculum statements produced by subject leaders. Embed into practice and review implementation of policies | | SLT Curiculum leaders |
| 1. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body | x |  |  | All Governor meeting minutes are recorded by LA clerking service. The governing body has formally adopted all policies which have been recommended by the Local Authority. | Continue to ensure we comply. E Benbow to monitor policies and data base of policy review. | |  |
| 1. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken | x |  |  | Governors demonstrate an awareness that decisions are made with regard to equality. Governors follow LA advice when implementing policies | | Governor working party to meet June 2021. |  |
| The context of your school | | | | | | | |
| 1. Training on the Equality Legislation is given to all members of governing body. | x |  |  | Training is provided by the Local Authority and open to all members of the Governing body. School subscribe to LA training. | | Would governors like me to arrange a bespoke training session? Ensure new governors are inducted. |  |
| 1. Training on the Equality Legislation is given to all school staff. | x |  |  | Training was delivered in January 2020, refresher training is planned for September 2021.Included in staff handbook and induction procedures. | | Annual production and update of Staff Handbook. | September annually |
| 1. The general duty of the Equality Act 2010 is embedded with the School’s “Codes of Conduct” for pupils and staff. | x |  |  | Code of Conduct Policy- LA policy Social Media Code of Conduct Policy LA Policy | | Policy updated at least every 3 years |  |
| 1. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement. | x |  |  | Pupil home/school agreement leaflet. A remote learning agreement is in place from Jan 2021. | | The home- school agreement is due for updating for September 2021 and will reflect latest government restrictions associated with Covid 19 where applicable. | MG **SLT** |
| 1. Pupils and parents are informed about the School’s Equality Policy, and their responsibilities have been made clear | x |  |  | School’s equality policy available on the new website. | |  |  |
| 1. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment   ENSURE STAFF ARE REMINDED | X |  |  | The Headteacher and Deputy have systems in place to record and monitor any incidents. All staff are aware of the need to report such incidents. CPOMS used. Recorded in Part 2 of Gov minutes | | L Dykes (safeguarding lead) will be responsible for keeping data and records. HT will monitor. | LD MG  SLT  Govs. |
| 1. The school’s Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes | X |  |  | Policy is in place and available to all, through paper copy, computer download or on the school website. | | School’s antibullying policy includes cross references to peer on peer abuse linked to the safeguarding policy | MG LD |
| 1. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers. | X |  |  | All children are included in all activities the school provides. Outreach support enables school to overcome any difficulties which we might face in regard to meeting needs. Children with disabilities and EHCP are included in and attend school extra curricular and enrichment events alongside the curriculum offer.  Curriculum intent statement reflects the school’s offer, subject statements of intent reflects how the equality act is met.  School has disabled access, ramps and disabled toilet facilities.  Local offer for SEND in place. | | Annually look at accessibility practicalities for pupils with mobility challenges. | HT SENCO |
| 1. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.) | X |  |  | The school has good links with parents, weekly newsletters, Twitter, leaflets. Parents app, Class Dojo | | Messaging service through the new school website |  |
| 1. The school has published its “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs | x |  |  | The school’s website includes:The local offerSEN policy | | SENCo to keep the local offer updated. Create link to the LA local offer. |  |
| 1. The school contributes appropriately to Pupil Education, Health and Care Plan | x |  |  | The school SEN team have contributed very successfully to 3 EHCP. | | Continue to formally review EHCPs annually. |  |
| 1. The school provides parents, carers and guardians of “pupils with Education, Health and Care Plan” with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS). | x |  |  | The school works very closely with all our SEND pupils and families. Support is provided at each stage. Information and links to services is fostered at all meetings. | | SENCo to continue to liaise with local authorities to ensure best provision especially on transition to high/special school. |  |
| 1. The school’s Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.   CHECK | x |  |  | SEF School Development Plan Ofsted report 2017 | | Check latest sef termly, continue to meet the needs of our local community | MG |
| **Monitoring and impact assessment** | | | | | | | |
| 1. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability |  | X |  | All recruitment applications for staff have included an equal opportunities form which is sent back to the Local Authority. School follows LA admission arrangements where gender is identified by parents for pupils on entry. | Do we need to record religion, sexual orientation of staff? **What statutory information should be kept on governors? Check with DPO and LA.** | | LB check with DPO re GDPR |
| 1. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs | x |  |  | Policy matrix overview |  | |  |
| 1. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes. | x |  |  | School’s performance data IDSR In-house Data Matrix of vulnerability/need ACES  Cpoms  We follow all Local Authority procedures and return all statistical information. |  | |  |
| 1. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning. | x |  |  | Self-evaluation process informs all future policies | Continue to monitor impact when new policies are adopted or other policies are reviewed. | |  |
| 1. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP) | x |  |  | Pupil progress meetings IEP & review every half term  SEN tracker and progress report  Individual SEN tracker  LA tracking information | Continue to monitor IEP’s | | SENCO |
| 1. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes | x |  |  | We take on board Local Authority policy recommendations. | None | |  |
| Sense of belonging | | | | | | |  |
| 1. There is a strong sense of children’s rights and responsibilities in the school regarding equality, diversity and community cohesion | x |  |  | British Values  PSHE  SEALS  SMSC  Prefects  School Council  Staff appointments  Curriculum | **New signage for British values to be displayed, welcome signage, each classroom to have welcome sign that includes statement of equality.**  Continue to capture voice of the child and to feed this back into school improvement. | |  |
| 1. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs | x |  |  | Cpoms  Pupil and family records  We have considered this role eg EAL, asylum seekers.  Same sex parents are fully integrated into the school community | To continue to address parents correctly and for children to know that families are not all made of mum and dad and diversity is respected.  PSHE leader to monitor curriculum delivery | |  |
| 1. The school works with parents of children with special educational needs as equal partners in their child’s education. | x |  |  | Pupil Progress meetings  EHCP planning and consultation meetings  IEP & reviews  EHAT and Family Action support | Continue with practice. | |  |
| Teaching learning and curriculum | | | | | | |  |
| 1. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics | x |  |  | Curriculum monitoring termly. | Roll out of RHE curriculum 2020-21. | |  |
| 1. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. *Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance* | x |  |  | All adaptations have been made in order to include all children whenever reasonably possible.  Sensory Room.  Nurture Room. | To continue to adapt races for Sports Day and In house competitions for the physically disabled. To enter competitive sports through LA games.  Continue use of sensory room and nurture provision. | | PE lead  SENCO  Pastoral lead |
| 1. The school responds to individual needs at all levels through appropriate differentiation of the curriculum. | x |  |  | Differentiation is noted on planning.  Nurture groups  Monitoring of planning  Lesson monitoring by SLT  Monitoring of books  SEND offer.  Some children have a bespoke curriculum incorporating sensory needs. | Continue to provision map to meet the needs of SEND pupils. | | SENCO |
| 1. The school implements appropriate group and individual intervention programmes to address learning difficulties. | x |  |  | Intervention Team 2.5 teachers, 2 teaching assistants  Tracking and reports termly  IEP and review.  Intervention matrix  Eg -NESSY, Number shark, INSYNc, S/L, Beat Dyslexia  NELI  ELKAN | Continue to identify need through pupil data and pupil progress meetings. | |  |
| 1. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly. | x |  |  | Buddy in class  Parents and child have a pre-visit to meet HT and CT  Information from transferring school sort or chased up quickly and any needs addressed. | Full inductions completed | |  |
| 1. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children | x |  |  | SEN tracker data  Progress meetings  IEP & reviews  EAL have provided CPD training  School currently do not get specific funding for EAL other than if they are eligible for PP | None | |  |
| 1. Governors are able to identify examples of reasonable adjustments made at the school | x |  |  | New Medicine policy and procedures.  Specialist training to support pupils-Certificates of Competence.  Premises report given to governors termly in Part 1 of meetings. | Discussion with governors at March meeting | | MG set up meeting date for Spring 2.  Date set for June 2021 |
| 1. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated | x |  |  | Wall displays to celebrate culture and events  PSHE  SEALS  SMSC  RE books and display  Other values and cultures are embedded into the curriculum through visits and visitors.  HT report to Governors 6 x year. | Discussion with governors at March meeting | | MG set up meeting date for Spring 2.  Date set for June 2021 |
| 1. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been | x |  |  | Performance data, headteacher reports to governors  Tracker information and results | Continue to present annually. | | MG/IB |
| 1. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated | x |  |  | Meeting with parents and pupils.  Re-integration plan  Work with external agencies such as BIT.  Exclusions reported to govs. | None | |  |
| 1. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful | x |  |  | Cpoms,  Policies followed with positive outcomes | Continue to report under part 2 to governors. | | HT |
| 1. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body | x |  |  | Cpoms  Slt meetings fortnightly | Part 2 of HT report to FGB. | | HT |
| Equity and Extended Services |  |  |  |  |  | |  |
| 1. The school’s Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils’ learning and well being | x |  |  | SEF  Website  Letters to parents  All stakeholders involved in SIP and contribute through questionnaires | Continue. | |  |
| 1. The governors know of the impact of:  * Partnership arrangements with other schools * International links * Use of shared facilities * Opportunities for intercultural activities | x |  |  | International school status  Extended Governors  Cluster groups/Network/TASC team  Shining Lights Centre  Heads report termly | Continue | |  |
| 1. The governors know how funds such asPupil Premium have benefited children. | x |  |  | SIP  Tracker of results  Intervention tracker  Pupil Progress meetings  Pupil premium strategy | MG to review PP strategy termly, annual review published each September.  Report to governors at least annually. | | MG |
| 1. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management |  | x |  | Appraisal of Headteacher  OFSTED 2017 judgement as Good. | Are governors aware of the new standards for excellence for Headteachers? | |  |

### Appendix 1

### Title of Policy, Decision, Practice or Programme:

### Department:

### Responsible Officer:

### Date Completed:

**Date Review Required:**

### 1. Aims: Please identify the main aims of the policy, decision or function?

|  |
| --- |
|  |

### 2. Impact upon different people with different protected characteristics: It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

### For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (age, marriage and civil partnership do not apply to school provisions.)

## The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

1. **All learners are of equal value**

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

1. **Relevant differences should be recognised**

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

1. **Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

1. **Positive attitudes and relationships should be fostered**

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

1. **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.

1. **Current inequalities and barriers should be addressed and reduced**

In addition to mitigating, avoiding or minimising possible negative impacts, polices and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

1. **Policy development should involve widespread consultation**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

***Examples of possible impacts, please note this is not an exhaustive list:***

**General Issues Include**

* 1. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
  2. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
  3. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
  4. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
  5. Monitoring via consultation, complaints, satisfaction and service access or membership.
  6. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

**Staffing Proposals:** It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

## Children and Families, Carers and Lone Parents Issues Include

1. Flexibility in service delivery and employment for parents and people with caring responsibilities.
2. Child friendly arrangements in service delivery and employment.
3. Supporting children that are carers.

## Sexual Orientation Issues Include

* 1. Civil Partners – having the same rules, benefits or requirements as married couples.
  2. Discrimination by association – children who have same sex parents, carers or relatives.

## Disability Issues Include

1. Promote positive attitudes towards disabled people.
2. Encourage participation by disabled people in public life.
3. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
4. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

### Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

### ‘Issue’ Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

### ‘How will this be taken into account?’ Column evidence of how each issue is taken into account.

### ‘Action’ Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

| Equality Group | Issue | How will this be taken into account? | Action | Date to be actioned by |
| --- | --- | --- | --- | --- |
| General Issues | Accessibility  Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics. | Disabled parking bays in school car park  Ramps, disabled access, disabled toilets, adequate signage  School polices for positive behaviour and relationships in place, anti -bullying references hate crime. Close work with PCSO’s | Reminders of facilities and correct use via newsletters  Ensure all areas are wheelchair accessible eg width of doors and corridors. |  |
| Age | N/A in schools  School does not recruit staff dependent on age. School pay policies and procedures are from LA | The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading regardless of age of the employee.  All staff can be employed regardless of age. | Age has been taken off all application forms.  Employees are free to work beyond a pensionable age. |  |
| Disability, SEN and Carers | Promoting positive attitudes towards disabled people  Meet the needs of all disabled people  Accessibility  Sensory needs  Dietary requirements | Aspiration week, assemblies, PSHE lessons, inviting visitors into school – eg had workshops with a blind paralympian  Local offer, signposting young people and families to support services through newsletters, posters, leaflets, accessibility plan  As above, individual EHCP and IEP’s, care plans  Adapted curriculum, local offer, IEP’s, care plans | Continue with high profile focus on feelings and needs.  Give pupils with SEND a voice (if they want to use their voice) to tell everyone about how they can help and support.  Examples: Knowing that a child needs hearing aids; assistance and awareness for a child with visual impairment; sensory equipment for autistic children; space and adaptations for wheelchair users, |  |
| Gender (Sex) | Having the same rules, benefits or requirements as others. | All children can participate in school and extra- curricular events eg cheerleading, forest school | Letters home.  PSHE curriculum. Child to know that families are diverse and should be treated equally.  Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue |  |
| Human Rights |  |  |  |  |
| Gender Reassignment | Having the same rules, benefits or requirements as others. | Review toilet and changing facilities if needed. | All staff and visitor toilets are gender neutral |  |
| Race (Ethnicity) | Promote positive attitudes, good relations and positive interaction between all members of the community.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry  Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics. | Though an inclusive curriculum, RE lessons, PSHE and personal development curriculum, British values  Through lessons, assemblies and positive images and literature in school.  Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.  Reference to hate crime in school’s anti bullying policy and behaviour policy  Translation and Interpretation arrangements – e.g. people who have a low level of literacy, speakers / readers of foreign languages. | Positive imagery.  PSHE curriculum. Child to know that families are diverse and should be treated equally.  Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.  Ensure children with EAL have fair access to the whole curriculum as required.  Support families with translation and interpretation.  Record incidents of hate crime, racial abuse, intolerance on CPOMS.  Follow appropriate policy- behaviour, antibullying  Provide support for both victim and perpetrator. |  |
| Marriage and Civil Partnership | Civil Partners – having the same rules, benefits or requirements as married couples. | All partners known as parents or carers. | Continue to treat all parents equally. |  |
| Pregnancy and maternity | Unlawful discrimination | SMPS follows all LA policies, risk assessments in place where necessary | Any amendments go to governors, risk assessments to health and safety. |  |
| Religion or Belief | Promote positive attitudes, good relations and positive interaction between all members of the community.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).  Some cultures practice unhealthy procedures such as FGM | Curriculum maps, curriculum overviews  Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.  Safeguarding responsibilities, Staff and volunteers understand that the priority is child protection.  Cover in annual training and implementation of policy. | Curriculum overviews to be updates, monitored by subject leaders, PSHE curriculum monitored by senior leaders  Follow the St Helens Agreed Policy for Religious education. Leadership training based on Lancashire model being adopted by St Helens.  Updates in SLT and key stage meetings at least half termly | By end spring 2, in place for July 2010 |
| Sexual Orientation | Having the same rules, benefits or requirements as others. | Through lessons, assemblies and positive images and literature in school.  Relationships education curriculum. | Staff training.  Purchase of appropriate resources for libraries.  Positive imagery.  PSHE curriculum. Child to know that families are diverse and should be treated equally.  Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue |  |
| Community Cohesion | Some groups become isolated within the community | Fund raising for charity eg sports relief, red nose day, local hospice, homeless, St Helens foodbank  Visits to local places of worship, church, synagogue.  Curriculum has strong sense of community and heritage.  Host events for elderly community  Partnership with SCDF | Long term overviews of school events, charity events.  Calendar of trips and visits linked to learning and curriculum. |  |
| Promoting Health | Ensure children with long term and short term health conditions are not at a disadvantage | Review EHCP annually, care planning  Staff trained in diabetic support, use of pump.  Dietary needs eg coeliac, lactose intolerance catered for.  Policy/procedure in place for children who take long term medication eg asthma, ADHD.  Strong links with school health and other health services (diabetic nurse, continence team) | Give pupils with SEND a voice (if they want to use their voice) to tell everyone about how they can help and support.  Work with school meals service and 5 boroughs partnership (school health) in drawing up care plans.  Examples: Knowing that a child needs hearing aids; assistance and awareness for a child with visual impairment; sensory equipment for autistic children; space and adaptations for wheelchair users. |  |

**3. Publishing the results of the assessment:**

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

**Appendix 2**

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| Curriculum Equality Audit for Schools |

### Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

### 

### There is equality of opportunity to access the curriculum through teaching and learning

### That they are inclusive in the language and representation used

### Promote inclusion and physical activity for disabled pupils

### Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)

### Promote community cohesion and a positive image of a diverse community

### This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

### This is not an exhaustive list

**The curriculum at Sutton Manor has been adapted and amended in light of the implementation of the revised Ofsted framework September 2019. Leaders have taken the opportunity to reflect on equality and have included this in each of the subject policies. A recovery curriculum is in place for 2020-21.**

| Enabling the learner to: | How is (or could) this taken into account | Actions | By Whom and Date |
| --- | --- | --- | --- |
| 1. Appreciate of the needs of others, insight into the lives of people from different backgrounds. | This is taught through the curriculum and in assemblies. There is also a focus week for local history. History curriculum has a focus on black history. | Continue to display work from theme weeks and topics. Collect work in floor books and display books. | Curriculum and subject leaders.  June 2021 |
| 1. Respect different points of view, recognising and respecting different viewpoints. | Pupils are encouraged through PSHE lessons, assemblies as well as other curriculum areas to listen to and to respect the viewpoint of others. This is an explicitly taught skill as well as being part of the school’s ethos and culture. | PSHE termly monitoring, reports to HT, book scrutiny. | PSHE lead.  July 2021 |
| 1. Experience and celebrate cultural diversity | The PSHE and RE long term map plots out how this is taught. The annual assembly calendar evidences this also. | Update the curriculum annually.  Amend assembly calendar annually to fit in with significant dates from other religions and cultures.  Evidence this work in books. | Curriculum lead  RE lead |
| 1. Recognise commonalities shared by people from diverse and different backgrounds | This is taught through the curriculum and in assemblies. | Continue to display work.  Collect pupil voice. |  |
| 1. Appreciate culture in St.Helens. | In depth studies of the locality, the heritage of Sutton Manor and St Helens through history and geography curriculum | Continue to visit places of interest in St Helens such as the World of Glass, Town Hall and local libraries. Visit Liverpool too as part of the wider locality. | Trips mapped out for the year. |
| 1. Recognise and challenge abuses, discrimination and injustice. | PSHE association used in the curriculum, history curriculum and texts in school, I am Malala, WW1 and 2, NSPCC materials and resources integrated into curriculum | Additional budget for resources allocated each year. | MG  English and PSHE lead |

| Using the teaching programme to promote | How is (or could) this taken into account | Actions |  |
| --- | --- | --- | --- |
| 1. Accessible lessons: information, signage, class times, school trips, course work examples, etc | Children are included in all activities. An example is where Makaton is used for a child |  |  |
| 1. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry | All policies and procedures followed, reported to governors termly. Use of CPOMS to record incidents | Continue to encourage children to be kind, respectful and to treat people equally by being open about SEND. |  |
| 1. The appropriate use of translation and interpretation. | This facility is available if needed through the Local Authority.  Staff trained in Makaton |  |  |
| 1. Positive images of a diverse community: locally, regionally, nationally and internationally. | Done through the curriculum and through literature. | Further positive images through posters and displays.  More books in library and reading areas in classrooms |  |
| 1. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany) | School has achieved International School Award and has an evidence file of lots of different activities. An example is a link we have with a school in Santander, children exchanged letters as pen pals. | Continue to explore international links. |  |
| 1. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn’t or can and can’t do. *(Faith schools can omit examples that deal with sexual orientation and gender reassignment)* | The curriculum gives children the opportunity to discuss their beliefs and that of others.  Implementation of the new St Helens Agreed syllabus. | RE lead to provide CPD for all staff. |  |
| 1. An awareness of the support needs for children that are carers | School has signed up to the Local Authority’s Young Carers pledge. |  |  |
| 1. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples | Discussion through SRE lessons. Taught sensitively and age appropriately through well used resource scheme. | Further positive images through posters and displays.  More books in library and reading areas in classrooms. | HT  RHE leader |
| 1. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives | Discussion through SRE lessons in Years 5 and 6. | As above. |  |
| 1. Positive images and a positive attitudes towards disabled people | More positive images displayed. Diversity statements in each classroom to encourage positive attitudes. | Need more images. All classes to display statement | Termly  Each September as start new classes. |

Texts used in school to promote equality and diversity:

|  |  |  |
| --- | --- | --- |
| **Name of Book** | **Author** | **Aspect** |
| I am Malala | Malala | Race |
| Long Walk to Freedom | Nelson Mandela | Race, Religion |
|  |  | Gender |
|  |  | Disability |
| Voices in the Park | Anthony Browne | Disadvantaged |
| Ancient Egypt Myths… | Rob Lloyd Jones | Religion/belief |
| The Great Kapok Tree | Lynne Cherry | Race |
| The Boy at the back of class | Onjali Q. Raúf | Race |
| Baby aliens got my teacher | Pamela Butchart | Disability |
| The midnight gang | David Walliams | Disability |
| Peace Lily | Hilary Robinson | Disability |
| The Little Gem that Travelled the World | Imelda Bell | Race |
| The day you began | Jacqueline Woodson | Race |
| Tough guys cry too | Keith Negley | Gender/Belief |
| The Nativity | Mary Eliot | Religion |
| Sophie and the New baby | Catherine and Lawrence Anholt | Pregnancy/maternity |
| My Hair | Hannah Lee | Race |
| The story of Easter | Mary Joslin | Religion/beliefs |
| The Lion Storyteller Bible | Bob Hartman | Religion/beliefs |
| This is my faith- Judaism | Holly Wallace | Religion/beliefs |
| This is my faith- Judaism | Holly Wallace | Religion/beliefs |
| This is my faith-Hinduism | Holly Wallace | Religion/beliefs |
| This is my faith-Christianity | Holly Wallace | Religion/beliefs |
| This is my faith-Islam | Holly Wallace | Religion/beliefs |
| Christophe’s Story | Nicky Cornwell |  |
| Invisible | Tom Percival |  |