

East Sussex Exemplar Equality Policy for Schools

Updated Version November 2017

This is a working document which will be monitored and reviewed as necessary.

Any comments will be welcomed by the Equality and Participation team.

East Sussex Children's Services Equality and Participation team.
Contact atiya.gourlay@eastsussex.gov.uk

Contents

		Page
Section 1	Introduction	3
	2.1 Background and legislative drivers	
	2.2 Specific Duties	
	2.3 How to use this exemplar Equality Policy	
Section 2	Exemplar Equality policy	6
	Why have developed this equality policy	
	Our school within the wider context	
	Overall aims of our Equality Policy	
	Our approach	
	Our vision statement about Equality	
	Our duties	
	The roles and responsibilities within our school community	
	How we developed our policy - Participation and Involvement	
	How we developed our policy - Using Information	
	Commissioned Services (buying in services)	
	Our Staff	
	Responding to hate or prejudice-based incidents and bullying	
	Implementation, monitoring and reviewing	
	Equality Objectives	
Section 3	Equality objectives	16
Appendices		21
A	Key legislation	
B	Process chart for the development and review of Equality Policy and objectives	
C	Primary School Council Equality and Diversity Session	

Section 1

Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation. Schools are required to publish information showing how they are meeting the Equality duty and publish their equality objectives. In this way, they are encouraged to *make transparent* their actions and plans in relation to equality.

The purpose of this document is to:

- Provide a practical tool which will support schools in producing a single coherent and meaningful Equality Policy and set of objectives which can be published to fulfil the Equality Act specific duties.

The Equality Policy could be cross-referenced within the School Improvement Plan (SIP) and linked to the Accessibility Strategy and the schools Preventing Extremism and Radicalisation Safeguarding Policy. Specific actions may also be included in a range of other documents.

2.1 Background and legislative drivers

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite more than 40 years of equality legislation. In East Sussex we know that some groups of children do less well than their peers in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

The Equality Act 2010 harmonised and streamlined legislation that came before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies.

This combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

Having **due regard** means consciously thinking about the three aims of the Equality Duty as outlined above i.e:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.
- The equality duty has to be integrated into the carrying out of the school’s functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

2.2 Specific Duties

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the Public sector Equality Duty (PSED).

The Specific Duties **require schools** to:

- Publish information **annually** to demonstrate compliance with the Equality Duty
- Publish equality objectives **every four years** (one or more as is proportionate to the organisation)

All information must be published in a way that is accessible to the public.

What information to publish or what or how many objectives to set has not been prescribed and will be proportionate to the size of the school; the extent to which its functions affect equality; and the evidence that such objectives are needed.

A starting point will be to look at what information you are already publishing and consider whether this gives an accurate picture of progress on equality issues affecting your staff and pupils/students. Looking at your data and knowing your school community will help you set specific and measurable objectives. Small rural schools may decide to set only one or two objectives.

Schools had to publish their initial information and objectives by 6 April 2012. They must now update the information at least annually and publish objectives at least once every four years¹.

Guidance for Schools

The Equality and Human Rights Commission (EHRC) and Government departments have produced a number of guides to help public bodies including schools to understand their duties in relation to the Act and they can be downloaded from their websites.

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<https://www.equalityhumanrights.com/en/advice-and-guidance>

2.3 How to use this exemplar Equality Policy

This document provides schools with a template from which to develop and customise their own Equality Policy. It is recommended that schools produce a document which accurately reflects their own character, ethos and individuality.

Use the questions in the blue boxes to help your thinking about your school and its unique approach

¹ Equality data about employees will not need to be published where a public authority has fewer than 150 employees, which means that for the great majority of schools, only pupil-related data will need to be published

Section 2

Name of school

Date of Policy

Equality Policy

Why we have developed this Equality Policy

This Equality Policy for name of school is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to developing cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we will listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Describe the make-up of the population found within your school, including in terms of age, disability, gender etc. What does your school's data tell you about the minority, marginalised and potentially vulnerable groups in your school and community?

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes².

The themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality

Name of school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all³. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils/students and the wider school community.

We are also guided by the United Nations Convention on the Rights of the Child⁴ as well as recognising and accepting our duty to have due regard to the need to prevent

² <http://www.unicef.org/crc/>

³ See *Appendix A* for further information about legislation

⁴ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- preparation for entry to the school
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils/students and visitors and contractors about the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our school staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils/students will:

- be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

The development of this policy has involved our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

How did you access your pupil's/student's views? School council? Pupil/learner voice? Via your PSHE/Citizenship curriculum? How did you access the views of minority, marginalised or potentially vulnerable pupils/students? Give examples

- Our staff

How did staff make their contribution? Did you include your senior management team, teaching assistants, cleaners, caretakers, mid-day supervisors, catering staff, administration staff and IT staff? Give examples

- Our school governors

How did governors make their contribution? Give examples

- Parents/carers

How easy did you make it for parents/carers to contribute? Was there more than just one meeting? Did you use your website and newsletter? Can you demonstrate how you tried to access those parents/carers who are less likely to become involved? Give examples

- Minority, marginalised and potentially vulnerable groups

How did you support the engagement of and contributions from these groups? For example, what adjustments have you made to facilitate participation by disabled people; by those who speak English as an additional language; by those who access Free School Meals? Give examples

- Our partners in the community

Can you describe what you've done to be inclusive of those with low levels of literacy or with English as an additional language? How did you make contact with local relevant community and voluntary groups? Give examples

- Ongoing:

How are you going to keep the dialogue open? What plans do you have for engaging your whole school community in your review and monitoring processes? Give examples

How we developed our Policy - Using information

We have used data and other information about our school,
The engagement activities we undertook as outlined above told us:

What did the engagement with staff, governors, parents/carers, students, vulnerable groups, community groups tell you? How did pupils/students, staff and parents make less formal contributions to your thinking. Have you undertaken any surveys of pupils', parents' or staff opinions – what did these tell you?

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

What data have you considered to help analyse protected groups achievement, attendance or exclusion? e.g. ASP data, hate incident and bullying data. What does it tell you? How does it highlight outcomes for minority and marginalised and protected groups?

OfSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing Pupils/students to respect others and contribute to wider society and life in Britain.

What did your last Ofsted inspection say in relation to equality? How did it rate your overall effectiveness in terms of the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development and the extent to which the education provided by the school meets the needs of the range of pupils at the school including:

- pupils who have disabilities
- pupils who have special educational needs.

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

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Can you list some of your local partners across the various protected characteristics e.g. local church, faith or community group? Can you briefly describe their contribution?

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Further information about procurement can be found on Czone

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we 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.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made⁵ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

⁵ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

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

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Can you include an example of how you have adjusted your approach or your physical environment in order to remove a barrier to inclusion?

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

Please list any relevant training members of your team have attended and how you will seek to identify training needs within your staff team.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

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

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Describe your own school process for recording and responding to all hate incidents and prejudice based bullying
How are pupils supported? How are parents/carers communicated with following incidents?

Implementation, monitoring and reviewing

This policy was published on date of publication. It will be actively promoted and disseminated.

Describe how you intend to promote and disseminate your policy. E.g. via your school website and/or newsletter, with parents groups, with your school council

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and our equality data analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Describe what mechanisms and processes you have in place in order to sustain the involvement of all your partners? You may want to refer to specific working groups or other ongoing methods of communication (your website or school newsletter).

Equality Objectives

Using the views of pupils/students, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

Think about highlighting these objectives in your School Improvement Plan

Section 3

EQUALITY OBJECTIVES: 2017 - 2021

These are just examples. Identify objectives that are proportionate and support your School Improvement Plan

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To register school and progress towards the Unicef Rights Respecting Schools Award ⁶	Senior Leadership Team and Governors	Sept2017 - Sept 2018	
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school Set up group of pupils/students to develop actions which better involve the target group	SLT, teacher with responsibility of school council	Jan 2017 – July 2018	
Eliminate unlawful discrimination, harassment and	All	To ensure that policy and practice relating to the	Identification of equalities training needs in relation to protected	Applicants and all school staff including volunteers	Ensure alignment with local authority guidance Improved data collection	SLT	March - July 2017	Meeting held with Personnel and inset

⁶ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

victimisation Equality of opportunity		recruitment, retention and training is inclusive of the diverse needs of applicants and staff	characteristics Improved data collection and analysis on staffing issues Staff reporting improved sense of inclusion		and monitoring of equality information relating to staff Analysis of staff training completed in relation to equality			session for staff on importance of equality monitoring booked
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools survey as feel incidents will be dealt with. Increased staff confidence Implementation of SIMS reporting for anti social behaviour and hate incident reporting to improve accuracy and increase reporting rates.	Whole school and specifically BME /LBGTU/SEND pupils/students or those from a Faith background	To review and update existing policies and practice relating to bullying Access staff training. Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia Promotion of hate incident recording to students during antibullying week	SLT Anti-bullying lead	Jan 2017– Jan 2018	Staff Attended Anti-bullying training
Eliminate unlawful discrimination, harassment and victimisation Fostering good relations	Sexual Orientation	To ensure LGBTU pupils are accepted and homophobia, Transphobia and biphobia is challenged	Increased staff confidence in dealing with and reporting rates of LGBT bullying. Rates of LGBT bullying and use of homophobic language decreases	Whole school and specifically LGBTU students	Utilise 'All Of Us' and Stonewall resources in PSHE Celebrate lesbian, gay, bisexual and transgender (LGBT) History Month	PSHE Lead	Sept 2017- July 2018	Sessions timetabled

Advance equality of opportunity	Sex	To increase the confidence of some female students in accessing sexual health services.	Reported increase in female pupils/students accessing local sexual health services	Targeted female students	Establish and run small group sessions for targeted students	School nurse	Sept-Oct 2017	Dates set for group sessions
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	Head of PE	Jan 2017 – July 2018	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with social, emotional and mental health needs	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with social, emotional and mental health needs.	Train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills	SENCo	Sept 2017- July 2018	
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community	Improved access and communication with disabled parents/carers	Disabled parents/carers	Make all information home to parents more accessible and less wordy. Gather and record information relating to disabled parents.	SLT or Parent Liaison Officer	Oct – Dec 2017	
Advance equality of opportunity	Sex	To promote opportunities for boys and girls to learn more about career opportunities	Positive changes in options around work experience and diplomas	Year 10	Provide activities that allow pupils/students to explore gender stereotyping in careers To ensure that diplomas	Head of Careers Education	Jan 2018 – Jan 2020	Reviewed gender pack resource

		which challenge gender stereotyping			meet the needs of boys and girls			
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group Review 'Closing the gap with the new primary national curriculum', implement relevant strategies	SLT	Jan 2018– July 2018	Review ASP data
Advance equality of opportunity	Race	To improve the achievement of GRT pupils	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group Work with (SLES) and Traveller Education Team to identify strategies to improve attainment of this group	SLT	Sept 2017- July 2018	Reviewed National Strategy Material
Fostering good relations	Age	To improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	Year 6 and Year 4	Set up a creative arts project on the local environment between older people (via University of the Third Age) and year 6 pupils Set up a buddying system of Year 4 pupils and older people (working with Age Concern)	Class teachers	Sept 2019 – Mar 20	
Fostering good relations	All	To promote good relations between people from different	Improved understanding of East Sussex community and the diversity within it	Year 8	Set up school linking with another East Sussex school in a different geographical location and	SLT PSHE Coordinator	Mar 2011 - July 2012	Made contact with urban school

		backgrounds	Increased positive attitudes towards disabled people		population make-up Make use of disability images pack in PSHE Invite in representatives from protected equality groups to meet with children			Received copy of disability images pack and held staff training session
--	--	-------------	--	--	--	--	--	---

Appendix A Key legislation

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy.

Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

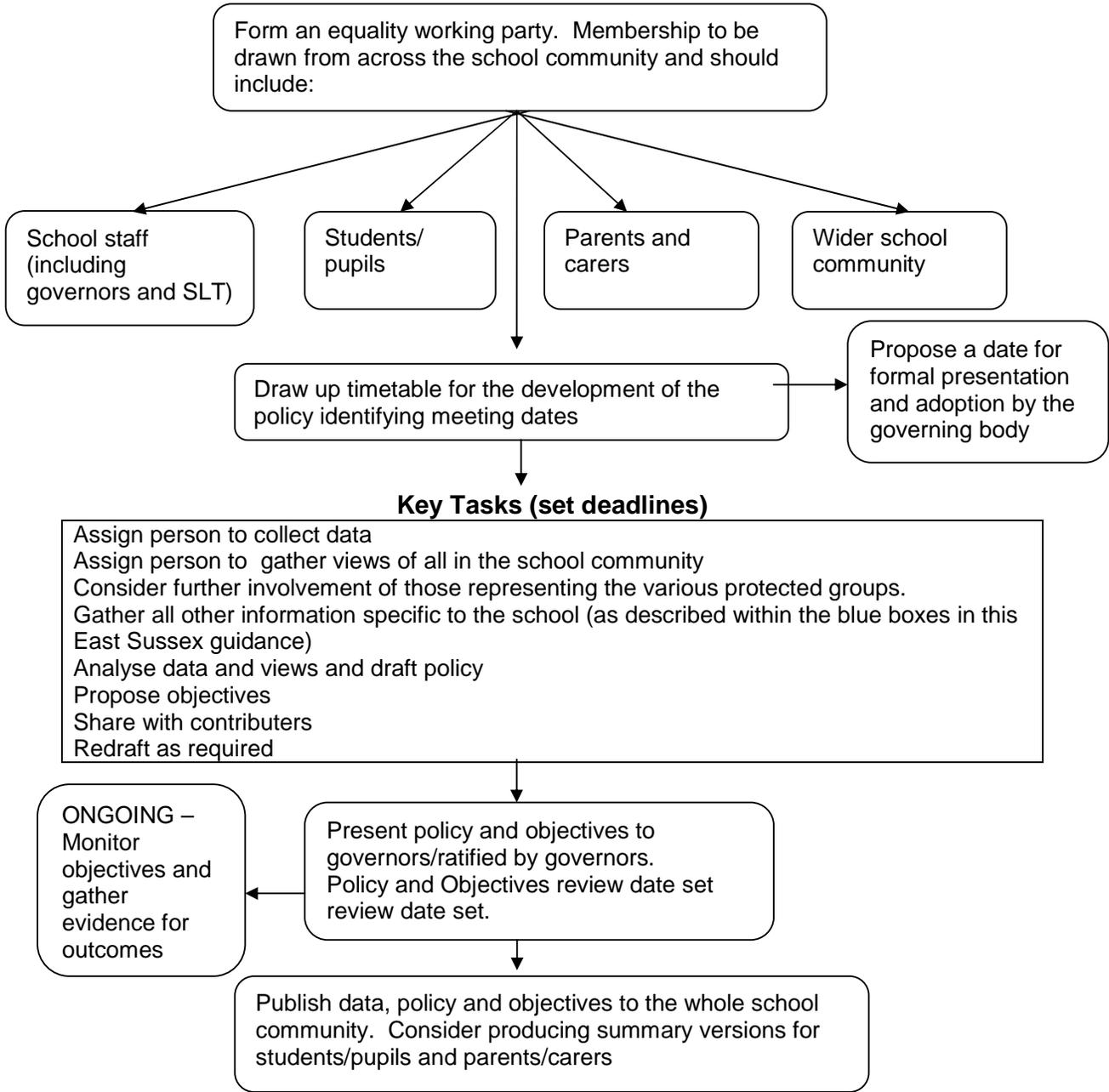
Auxiliary aids and services:

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012

- The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they could consider building these actions into their Equality policy.

Appendix B Process chart for the development and review of Equality Policy and objectives



Appendix C Primary School Council Equality and Diversity Session

Below is an hour and a half session devised to introduce the topic of Equality and Diversity to a primary school council and begin them thinking about contribution to an Equality Policy.

Time	Activity	More details	Things needed
10:00	Arrive and set up		
10:30	Welcome and Introductions Groundrules	All introduce selves and put on name labels Ask children to suggest some ground rules for session – shout out	Name labels Flipchart with ground rules written on markers
10:40	Icebreaker	Sunshine game, including some statements that are introducing diversity e.g. <ul style="list-style-type: none"> the sun shines on people who have a relative living abroad, the sun shines on people who have tried Chinese food Turn the seats round of a few, they still join in, feedback afterwards how that felt	Tables cleared to edge of room Circle of chairs
10:45	Participation game	Children stand on different squares depending on whether they agree/disagree with the following statements <ul style="list-style-type: none"> Girls are no good at sport All boys muck about in class All children should do as their told It's a good idea to have a school uniform Dyslexic children aren't very clever 	Participation game – grid drawn on floor or sheet with numbers in each square. Space clear in room for it
11:00	Discussion	Diversity What does diversity mean? – children shout out Expand, sum up and reveal definition Equality What does this mean? – children shout out Expand, sum up and reveal definition	Flipchart with a simple definition of diversity and equality written on it Equality: <ul style="list-style-type: none"> We are all of equal value. Treating people fairly. Helping people to

			<p>overcome things that might hold them back.</p> <p>Diversity:</p> <ul style="list-style-type: none"> • Valuing people's differences. • Trying to respect and understand people's differences.
11:05	'One of Us' clip – Traveller girl	Tell children is local young people sharing their experiences of times they have been treated unequally	'One Of Us' DVD, laptop, projector
11:10	Discussion	<p>Turn to the person next to you</p> <p>Can you think of time when you've been treated unfairly? Describe to your neighbour</p> <p>How did that make you feel?</p> <p>All come back together, children shout out a few feelings of how being treated unfairly makes them feel – write feelings on flipchart</p>	Flip chart markers
11:20	Laws/policy	<p>Explain that not everyone always treats people fairly, so we have laws to protect us, and others, so that every one feels welcome and has the same chances to do well in life.</p> <p>Explain school are writing a new policy and want the school councils' views to help with this.</p> <p>Are there things that happen in school that you think are unfair, can they think of things that happen in each area of the school that they'd like to change: play ground, lessons, assembly, afterschool and dinner time</p> <p>Use prompts if needed e.g only year 5/6 allowed to play football at lunch time</p>	Flipchart divided up into school areas and take notes of children's ideas
11:30	End	Agree a way to feedback school council views back to Equality working party	