RATTON SCHOOL
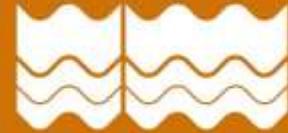## AN ACADEMY TRUST SCHOOL

EQUALITY POLICY

All our policies support our <u>vision</u> and are based on our <u>core virtues</u>

Developing caring, confident and creative students who achieve excellence

- **Compassion**
- **Respect**
- **Creativity**
- **Teamwork**
- **Effort**
- **Responsibility**

East Sussex
Equality Policy for Schools

Updated Version June 2016

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
01273 482302

Contents

Section 1

Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation. Although, there is no longer a legal obligation to produce a "Scheme", schools are still 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 amalgamating their individual policies and schemes relating to equality into 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 specific actions may also be included in a range of other documents.

2.1 Background and legislative drivers

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities, and recognising their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on schools and other settings, but it also sits within the specific context of a school's role in providing learning and opportunities for all - it is about fairness, rights and justice.

Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. In East Sussex we know that some groups 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 harmonises and streamlines legislation that has come 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
- Marriage and Civil Partnerships for staff

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:

- 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 PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation.

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. 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 since 6 April 2012. They must now update the information at least annually and publish objectives at least once every four years[1].

Guidance for Schools

The Equality and Human Rights Commission (EHRC) and the government equalities office 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

http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/

http://www.homeoffice.gov.uk/publications/equalities/equality-act-publications/equality-act-guidance/specific-duties

> **Auxiliary aids and services**
> Schools should acknowledge their duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012
> Technical guidance is available from the Commission on Equality & Human Rights
> **http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice-and-technical-guidance/**

2.3 How to use this Equality Policy

This document provides schools with a template from which to develop and customise their own Equality Policy. Schools will want to produce a document which accurately reflects their own character, ethos and individuality.

---

[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

Ratton School

July 2017

Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Ratton School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of 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.

- Equal opportunities policy, including racial equality
- Accessibility plan
- SEND policy
- Anti-bullying policy
- Inclusion policy
- Equality Impact Assessment Framework
- Equality Impact Assessment – initial screening
- Equality Impact Assessment - guidance

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.

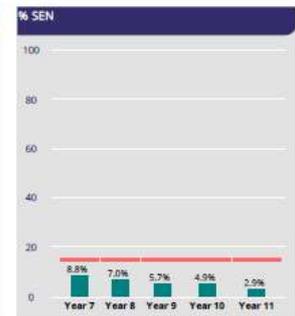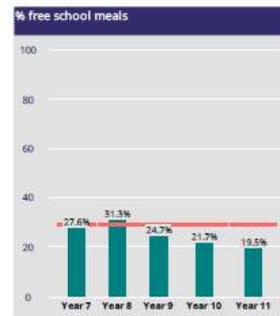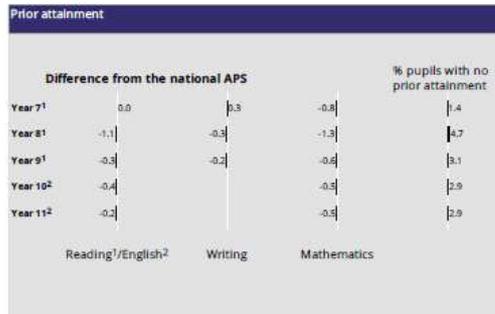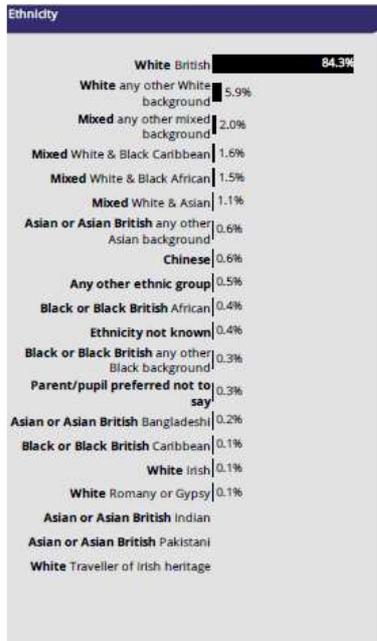**Our school within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Ratton School
Context in 2016
Prior attainment for reading and writing in Years 7, 8 and 9 is calculated using points equivalent to whole levels, while English and mathematics prior attainment is calculated using fine points scores. For % free school meals, % SEN and % girls, a red line shows the national figure for secondary schools overall, not for each year group. The numbers of CLA and pupils who left care through adoption or another formal route are shown.

Number on roll: **1143** in Year 7 to 11

Ofsted

Ethnicity

White British	84.3%
White any other White background	5.9%
Mixed any other mixed background	2.0%
Mixed White & Black Caribbean	1.6%
Mixed White & Black African	1.5%
Mixed White & Asian	1.1%
Asian or Asian British any other Asian background	0.6%
Chinese	0.6%
Any other ethnic group	0.5%
Black or Black British African	0.4%
Ethnicity not known	0.4%
Black or Black British any other Black background	0.3%
Parent/pupil preferred not to say	0.3%
Asian or Asian British Bangladeshi	0.2%
Black or Black British Caribbean	0.1%
White Irish	0.1%
White Romany or Gypsy	0.1%
Asian or Asian British Indian	
Asian or Asian British Pakistani	
White Traveller of Irish heritage	

Prior attainment

Difference from the national APS / **% pupils with no prior attainment**

	Reading[1]/English[2]	Writing	Mathematics	
Year 7[1]	0.0	0.3	-0.8	1.4
Year 8[1]	-1.1	-0.3	-1.3	4.7
Year 9[1]	-0.3	-0.2	-0.6	3.1
Year 10[2]	-0.4		-0.5	2.9
Year 11[2]	-0.2		-0.5	2.9

% first language not English 6.6

% stability 91.5

CLA and left care

Number on roll in Year 7 to 11
CLA 9
Left care 11

% girls

Year 7	Year 8	Year 9	Year 10	Year 11
53.5%	55.1%	56.4%	51.2%	54.4%

% free school meals

Year 7	Year 8	Year 9	Year 10	Year 11
27.6%	31.3%	24.7%	21.7%	19.5%

% SEN

Year 7	Year 8	Year 9	Year 10	Year 11
8.8%	7.0%	5.7%	4.9%	2.9%

OFSTED Validated Inspection Dashboard 2016

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 outcomes[2].

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

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

We actively seek out opportunities to embrace the following key concepts:

---

[2] http://www.unicef.org/crc/

1. **Shared Humanity**. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
2. **Valuing difference and diversity**. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
3. **Interdependence, interaction and influence**. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
4. **Social cohesion** within our school and within our local community
5. **Excellence**. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
6. **Personal and cultural identity**. We will provide opportunities to explore and value the complexity of our personal and cultural identities
7. **Fairness and social justice**. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

The key concepts above are embodied in our school virtues of:

• Compassion – showing kindness and caring for other people and their environment (2)

• Respect – acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language. (1, 4)

• Creativity - being curious about the world, solving problems and asking thoughtful questions (6)

• Teamwork – achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people. (3, 7)

• Effort – putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge (5)

• Responsibility – taking responsibility by being in the right place, at the right time, doing the right thing (3)

Our vision statement about Equality

Ratton 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. For

example, through the identification of and securing examination access arrangements.

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 in order to ensure better outcomes for all[3]. 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 different groups of pupils and the wider school community.

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.

We are also guided by the United Nations Convention on the Rights of the Child[4].

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, including the provision of extended services.

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

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- 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

---

[3] See *Appendix A* for further information about legislation

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

- 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
- recruitment
- disciplinary procedures

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 informed about the Equality Policy
- oversee the effective implementation of 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 (SIP)
- 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 pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- 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.

Our school staff will:

- be involved in the development 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.
- challenge and record, as appropriate

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development 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 the whole of 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 all the protected characteristics listed under the Equality Act 2010.

- Our pupils/students

This document was presented to the Student Parliament for discussion as representatives of the student population. Student Parliament took this information to the wider school community.

- Our staff

All staff (teaching, support and administrative) have access to the school email. This policy was presented to staff through this forum and at whole school staff meeting for comment.

- Our school governors

School governors are presented with, discuss and review the content of policies prior to publication on the school website.

- Parents/carers

School policies are available on the school website. Parents and carers are able to contact the school by email, telephone or in person and all parents, including the hard to reach, are regularly surveyed for their opinions.

- Minority, marginalised and potentially vulnerable groups

The school website will be available in alternative languages for EAL students and parents. Parents and carers are able to contact the school by email, telephone or in person and all parents, including the hard to reach, are regularly surveyed for their opinions.

- Our partners in the community

As a Trust school, our trust partners represent local businesses and community interest. Representatives of the Trust are part of the governing body and have full access to school policies prior to publication.

- Ongoing:

The policy will be reviewed with all stakeholders on an annual basis. Equal opportunity objectives are reviewed with the school development plan throughout the academic year. Members of the school community and parents/carers are able to provide comments regarding this working document throughout the year.

How we developed our Policy - Using information

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Recent EQIAs carried out highlight:

Equality Impact Assessments have been carried out for trips both locally and internationally and performances within the school. These tell us that staff are carefully considering how best to provide inclusive opportunities for all students.

The engagement activities we undertook as outlined above told us:

Staff are well aware of the duties they have and the protected characteristics individuals have in the school.

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 carefully analyse information provided to us through parental and student surveys, e.g. Safer Schools survey 2014, RAISEonline data, incident reporting data, attendance and rewards data. The results tell us that students at Ratton School feel safe and are engaged with challenging activities in lessons, behaviour on site is good and both overall absence and persistent absence is good. The progress of vulnerable groups overall is good, although PP and K students are not progressing or attaining as well as others.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We produce and review regular data regarding the make-up and progress of our students over a range of measures, including attendance, academic progress at data capture points throughout the year and group composition. The SENCO reviews the learning needs of students on an annual basis for each year group. PP students are supported by a range of strategies to meet their needs, using the pupil premium; there outcomes are assessed both at the end and during the year. Pupil premium is used to support those students who are entitled to it in a range of ways.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

Students, staff and parents can make less formal contributions to our policies and procedures through the Student Parliament, by telephone, in person and e-mail. All contact with the school is directed to the person most appropriate by the school reception. Regular surveys are conducted with staff, parents/carers and students and their findings acted upon. Students are able to contact the school anonymously through 'Keep Kids Safe'.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We meet with the Behaviour & Attendance Service (ESBAS) on a regular basis and discuss referrals at this time. Our Care and Welfare team of non-teachers links with the health partners, TYS, Childrens' Services and other external support services in order to provide bespoke support for students most at need. Sussex Police is represented by a Police Liaison Officer who visits the school on a regular basis, the Traveller Education and English as an Additional Language Service (TEALS) has a teacher who supports the school for EAL students.

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.

We invite the Gideons to deliver a Year 7 assembly to students. Students are invited to take a bible at the end of the assembly. Our assembly rota has opportunities for spiritual celebrations throughout the year of all denominations and faiths along with other spiritual involvement, e.g. Holocaust Memorial Day

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 and those not directly employed by the school but who work on the premises) 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), disciplinary procedures and membership or non-membership of a trade union. 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 made[5] 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.

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.

See Department of Education website for further guidance on this:

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.

We have a lift installed to allow access to upper storey floors for students with mobility difficulties. We have disabled parking spaces in both car parks.

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.

Our staff (teaching and non-teaching) have completed a training needs audit to identify what training needs they have.

---

[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.

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, homophobia, negative views of disabled people or sexism. 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.

Ratton School uses SIMS Behaviour Management module to record incidents of misbehaviour, including all hate incidents and prejudice based bullying (refer to the relevant policy if you have one)
We will use lessons, tutor time discussion, school publications, themed events during the academic year and assemblies to raise student awareness of bullying issues. We will use trained teams of student supporters and buddies to pick up, and react to, signs of student unhappiness caused by bullying. Our approach will take account of the needs of all parties concerned whether as victim or perpetrator. All students, parents, and staff should be aware of our intolerance of bullying, and of their responsibility to report all such incidents they encounter.

Pupils who have been bullied will be supported by:
• Offering an opportunity to discuss the experience with a form tutor, Care & Guidance leader, peer mediator, or member of staff of their choice to ensure they are heard and know how to report bullying
• Offering an opportunity for mediation with the perpetrator reassuring the pupil to help them feel safe again
• Offering appropriate support

Pupils who have engaged in bullying behaviour will be helped by:
• Delivering sanctions and/or learning opportunities which hold them to account for their behaviour
• Establishing the wrongdoing and need to change
• Discovering why the pupil became involved
• Enabling individuals to learn to behave in ways that do not cause harm in future by developing their emotional skills, where appropriate
• Involving parents to help change the attitude of the student

Implementation, monitoring and reviewing

This policy was published in July 2017. It will be actively promoted and disseminated.

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 analyse whether our 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.

Equality Objectives

Using the views of pupils, 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.

Section 3

EQUALITY OBJECTIVES: 2017 - 2019

> **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	'Closing the Gap' for all groups through intervention, enrichment and provision of appropriate resources	To provide appropriate & timely intervention	PP students K students S students Monitoring of vulnerable group student progress	Wave 2 and 3 intervention targeted at KS4 PP and K groups. Wave 3 intervention includes Y10 PP and K students All teachers are aware of the vulnerable students in their teaching groups and are planning to meet their needs School Based Plans for appropriate Y11 K students All Y11 PP students who require a mentor receive it Learning Support to provide support and intervention for all Y11 K and Statemented students Provision maps and School Based plans produced and reviewed three times per year	SAHT: II, SENCO and combined leadership	Sept 2017 – July 2019	Y11 K students supported by Assistant SENCO and other staff Meeting with SAHT Inclusion, SENCO and Assistant SENCO after each predictor to identify additional support needed for SEND students under attaining 'Steps to success' Meeting run by Assistant SENCO for all Y11 K students to discuss progress to target and underperforming subjects Provision maps to parents of all K students to engage parents

								targeted intervention toward PP and K students 80% making expected progress, 40% making good progress shared with all staff through PM
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Accurate data collection and analysis	Applicants and all school staff including volunteers	Undertake equality impact assessments on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance Accurate data collection and monitoring of equality information relating to staff	SLT	Sept 2017 - July 2019	Equality impact assessments available through school website and promoted by Business Manager for all trips, events and policies
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 they feel incidents are dealt with Accurate 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 equal opportunity. Ongoing CPD Clarify protocols for reporting bullying/discriminatory remarks	SLT Care and Guidance Leaders	Sept 2017 – July 2019	All bullying and racism incidents logged and reported to ESCC Human rights group, incorporating GSA+ set up Daily behaviour report produced

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

http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010

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 should consider building these actions into their Equality policy. A comprehensive Access Resource Pack to support schools with accessibility has been developed by the Development Planning Team at ESCC and sent out to all schools. Schools should contact Darren Guyett (01273 481314) if they require a copy.

Community Cohesion – Education and Inspection Act 2006

General duty

- To promote community cohesion

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with

people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Appendix B: Process chart for the development and review of Equality Policy and action plan

Form an equality working party. Membership to be drawn from across the school community and should include:

- School staff (including governors and ...)
- Students/ pupils
- Parents and carers
- Wider school community

Draw up timetable for the development of the policy identifying meeting dates

Propose a date for formal presentation and adoption by the governing body

Consider local and national guidance

Key Tasks (with deadlines)

Action Plan	Equality Policy
Assign named staff to collect data and information including the views of all in the school community	Assign one person to write-up the *school context* section of the policy
Consider further involvement of those representing the various equality strands. Use EQIA (see Appendix C)	Gather all information specific to the school (as described within the blue boxes in this East Sussex guidance)
Consider all existing equality schemes and policies and include identified actions in the action plan.	Draft or review the Equality Policy
Devise Action Plan redraft as required	

ONGOING – Monitor action plan and gather evidence for outcomes

Present policy and action plan to governors/ratified by governors. Action Plan review date set

Make sure the policy and action plan are effectively communicated to the whole school community. Consider producing summary versions for students/pupils and parents/carers

Appendix C: Equality Impact Assessments (EQIA)

Guidance on Carrying out Equality Impact Assessments

1. Introduction
These Guidance notes are intended to help you understand how to carry out Equality Impact Assessments. Depending on whether you are impact assessing a policy, proposals, or an existing service or function, you may need to vary the steps outlined in this guidance.

2. What is an Equality Impact Assessment?
Equality Impact Assessments have been developed as a tool for ensuring that equality, social inclusion and community cohesion issues can be considered when drawing up policies or proposals which affect the students, the carrying out of the school's functions and the employment practice of the school. They should help you:
- Determine how the school's policies and practice, or new proposals, will impact or affect different communities, especially those groups or communities who experience inequality, discrimination, social exclusion or disadvantage;
- Measure whether policies or proposals will have a negative or positive effect on different communities;
- Make decisions about current and future practice in fuller knowledge and understanding of the possible outcomes for different communities or customer groups; and
- Develop ways of monitoring and reviewing the effects of new or changing policies or proposals if they are introduced.

3. Why do Equality Impact Assessments?
You are required to carry out equality impact assessments because:
- There is a legal requirement to do so in relation to race and disability;
- You must carry them out for the Equality Standard for Local Government;
- They are helpful in identifying improvements;
- They help avoid adopting harmful policies or procedures;
- They help you to make better decisions;
- They will help you to identify how you can make the school's practice more accessible and appropriate; and
- They can help you to check whether there is anything you can do to support work on Community Cohesion.

4. Deciding what to impact assess
All new or important policies, strategies, action plans and decisions should be equality impact assessed ahead of day to day existing policies or functions.
However, this should not prevent you from putting time aside to impact assess day to day facilities or an existing policy or function, where these clearly need to be reviewed and revised.
If you are planning to change the way you deliver your service, you should make time to impact assess your proposals, to test out that what you are planning to do will:
- Not result in discrimination for any group or community;
- Where possible, promote further equality;
- Promote social inclusion;
- Help promote cohesion between and within the school's different communities; and
- Contribute to work aimed at tackling health inequalities.

5. The main steps in carrying out Equality Impact Assessments

There are 5 main steps to take when carrying out Equality Impact Assessments:

1. Identifying the purpose and aims of the policy or function, or any proposals being made;
2. Considering any information, data or research that is already available in relation to equalities and what this tells you;
3. Making an assessment of the impact or effects on different communities or customer groups and considering whether there is anything which could be done to mitigate against or to remove any adverse impact or effects, or to further promote equality, social inclusion or community cohesion
4. Consulting those affected for their views and ideas;
5. Writing up your assessment and forwarding it to Lorraine Barrow.

6. Major decisions and new or changing policies

Equality legislation varies in relation to the requirement to carry out of impact assessments. You will need to try and help the school meet these different requirements. As more legislation is introduced requirements around impact assessments are becoming more practical, seeking coverage of the most important things rather than the coverage of every single new or changing policy, as required under the Race Relations (Amendment) Act 2000, the first piece of law to introduce a requirement to carry out equality impact assessments.

There will be times when it is not practical or desirable to hold off making a decision or adopting a policy in order that you can complete a full equality impact assessment. In such cases a plan should be agreed for how and when the "policy" will be assessed, usually as part of the arrangements for monitoring and review. Effectively you will carry out a basic screening to identify what will need to be assessed and written into plans for future monitoring and review. Equality impact assessments are intended to aid good decision making, not to prevent decisions being made.

7. Completing an Equality Impact Assessment

Identifying the purpose and aims of the policy, proposals, service or function being assessed:

- What are the policy or function, and any proposals?
- What are the aims, purpose, or objectives of the policy or function, and any proposals?
- Are there any other objectives or outcomes associated with the policy, service or function, or the proposals?
- Who defines or defined it/ them?
- Who carries it/ them out?
- What are you trying to achieve and for whom?
- Who are the main stakeholders?
- What do they want?
- Do these outcomes conflict with other policies, values or objectives of the school?
- Who might contribute or detract from the school's ability to meet these outcomes?
- Are there any pupils or communities who are currently/ might be prevented from benefiting from the policy or function, and the proposals?

Making an assessment of the impact or effects on different communities, customer and employee groups:

- Does the data/ information point to, or highlight, any differential impact, and if so for whom?
- If there is a differential impact, does it amount to unlawful discrimination, whether direct or indirect?
- Is it trying to provide for the needs of a community which is already experiencing discrimination or disadvantage?
- If the results are that one or more community or group appears to benefit less, is there justification for this?
- Is there anything which could be done to remove adverse or unfair treatment?
- Could access be improved for any groups or communities, and if so how?
- Do you need to firstly understand more about the needs of communities and how these might be met?
- Could anything else be done to help tackle social exclusion?
- Could anything else be done to improve relations between or within communities to promote cohesion?
- Could the policy or function do more to promote healthy lifestyles, equality and well-being?

Consider whether there are measures which might mitigate any adverse impact or other ways of achieving the same policy goals:
- What are the options?
- How does each option affect different groups or communities?
- Will the alternatives help promote equality of opportunity, improved treatment and access?
- If one option is adopted what are the implications?
- How will people know about the new way(s) of delivery so that they can benefit?
- What are the costs associated with each option and how can they be resourced?
- Does the school have any statutory obligations which would be breached if any of the options were chosen and implemented?
- Do any of the options help promote social inclusion, community cohesion or improved health and well-bring?

Appendices

Definitions

Ageism	Discrimination against people based on assumptions and stereotypes about age.
Anti-Semitism	Unfounded hostility toward the Jewish faith and people.
Black and Minority Ethnic (BME)	Term currently used to describe range of minority ethnic communities and groups in the UK – can be used to mean the main Black and Asian and Mixed racial minority communities or it can be used to include all minority communities, including white minority communities. Please note that the definition currently used by the Government for BVPI purposes excludes white minority communities.
Disability	The legal definition for the purposes of the DDA 1995 is "physical or mental impairment which has a substantial and long term effect on an individual's ability to undertake normal day to day activities". However this definition sees people under what is known as the "Medical Model of

	Disability". By contrast the "Social Model of Disability" which is supported and used by the school, views disability as caused not by impairment but instead by the way in which society fails to meet the needs of disabled people. Please ensure you try and apply the social model but recognise that some disabled people will themselves use the medical model – sometimes unaware of the medical model.
Discrimination	Treating an individual or group differently and less favourably than others under comparable circumstances. It may be based on a person's race, ethnic origin, gender, disability, age, religious or other belief, or their sexual orientation. It may be unlawful and can include harassment.
Diversity	A term used to characterise the uniqueness of individuals and to acknowledge and value individual difference.
Hate crime	Any incident perceived by the "victim" or any other person to be motivated by prejudice due to their actual or perceived racial origin, religion or belief, sexual orientation, disability or gender etc.
Heterosexism	Discrimination against gay men, lesbians and bisexual people

Equality Impact Assessment Form
Part 1: Initial Screening

1. Persons responsible for this Assessment:

Name	
Role	
Date of assessment	

2. Name of the policy, activity, strategy, procedure or function:

Name	
New or existing	

3. Briefly describe its aims and objectives:

4. Who is intended to benefit from this and in what way:

```
```

5. What outcomes are expected:

```
```

6. Have you consulted on this policy, activity, strategy, procedure or function:

Yes or No	
Details	

7. What evidence has been used for this assessment:

```
```

8. Could a particular group be affected in either a negative or positive way:

	Negative	Positive	Evidence
Age			
Disability			
Gender (including transgender)			
Race (including Gypsy and Traveller)			
Religion or Belief			
Sexual Orientation			
Other Groups (see Guidance Notes)			

9.

	Yes or No	Name of policy, strategy, procedure or function
Are there any other policies, activities, strategies, procedures or functions that need to be assessed alongside this screening? **If Yes, please identify which groups are affected**		
Should the policy, activity, strategy, procedure or **function proceed to a full Equality Impact Assessment?** **(if a negative impact is identified this must be the case)** **If the answer is no please give reasons for this decision**		
Date by which full Equality Impact Assessment is to be completed	**Date:**	

Declaration

We are satisfied that an initial screening has been carried out on this policy, activity, strategy, procedure or function (delete those which do not apply) and a full Equality Impact Assessment is/is not required. We understand that the Equality Impact Assessment is required by the School and that we take responsibility for the completion and quality of this assessment.

Completed by:	
Role:	
Date for Review:	

Please forward an electronic copy to the Headteacher's PA by emailing it to l.barrow@ratton.e-sussex.sch.uk .

Equality Impact Assessment Framework

In order to meet its legal obligations as an employer and public authority, Children's

Services must complete Equality Impact Assessments (EQIA) for all new and

reviewed policies, guidance documents; any developing strategies, decisions or

services, as part of the services planning or review process, and for any service being considered for external contract or partnership arrangement.

What is the purpose of an Equality Impact Assessment?

The overall purpose of an EQIA is to:

- Assess how the service/policy affects people within different equality groups (according to race or ethnic origin; gender; disability; sexual orientation; age; religion or belief; and others wherever relevant e.g. social and economic position) and challenge if it is adequate or discriminatory
- Identify the potential for positive impact on different groups, and take action accordingly
- Engage and consult with service users and other stakeholders to identify how the service/policy should consider making or must make improvements
- Decide how the improvements are going to be delivered, by whom, by when, drawing on what resources and with what outcome.

This document sets out the framework for carrying out an Equality Impact Assessment. There are four sections:

1. **Identification** – This section covers the main aims of what is being assessed and identifies the key stakeholders as well as national and local policy drivers.

2. **Analysis** – This section covers the collection and initial analysis of available data, research, and consultation information. It includes templates focussing on:
- highlighting what previous engagement has been carried out with different minority groups
- highlighting "barriers and solutions" to assist you in identifying the experiences of different groups of people

3. **Engagement, prioritisation and action planning** – This section draws upon the analysis in section 2 and asks you to consider further engagement with staff and public affected. It includes templates to

enable prioritisation and action planning which will link the information gathered to the Children's Services Equality Strategy. The Equality Strategy addresses key barriers to achieving equality and diversity:

- **Effective data collection and monitoring** according to the equality categories
- **Ensuring fair access, better outcomes and developing inclusive services**
- **Ensuring effective engagement with different groups**
- **Effective and inclusive commissioning and procurement** processes, including conducting equality impact assessments
- **Ensuring personal safety and challenging harassment**
- **Ensuring a diverse workforce that is confident and competent** in equality and diversity
- **Ensuring community cohesion and promoting good relations** between different groups of people

4. **Departmental Approval** - publication of EQIA and resource implications

East Sussex County Council Children's Service

Equality Impact Assessment Framework

1. Identification – this section covers the aims of what you are assessing and identifies key stakeholders as well as national and local policy drivers.

1.1 Lead manager/assessor

> **Name:**
> **Job Title:**
> **Address/phone number/email:**
>
> **Department:**
> **Lead Assessor/contact details:**

1.2   What policy, function, service, project or commissioning arrangement are you assessing? E.g. SEN assessment process, CAMHS service, Family Support Strategy, title of project

1.3 What is/are the aims and objectives of the above?

1.4 Who are the beneficiaries of the policy, function, service or commissioning arrangement?

1.5 Who are the partners and in what way are they involved? e.g. PCT, Trust, voluntary organisation, private sector providers, community organisations etc.

1.6 In what ways do national and local strategic documents inform this assessment, e.g. Children's Act, CYPP, Local Partnerships for Children priorities, Corporate Performance Assessment (CPA) shared priorities?

2. **Analysis** – this section covers the collection and analysis of available data and information, helping to analyse positive and negative impact, barriers and potential solutions

2.1 What data or information do you gather? (e.g. Satisfaction surveys, engagement and consultation results, internal performance indicators, external inspections, Census, attainment data, complaints, SEN tribunals, Carefirst, local and national research etc.). Include information available from partners.

2.2 What does it tell you?

How did you find out this information? (Consultation; performance data; partner info etc.)	Which groups did it identify issues for? (i.e. minority ethnic people; disabled people; men/women; boys/girls; faith groups; different ages; lesbian, gay or bisexual people; transsexual people)	What were the key issues?

2.3 Positive and negative impacts, including barriers faced by different groups

What does your performance data, engagement information, national and local evidence tell about the *potential positive and negative impacts* that the service/policy/strategy might bring about for different groups of people? (Black and minority ethnic people; boys/men; girls/women; disabled people; people of different religions or beliefs; lesbian, gay or bisexual people; transsexual people; any other)

Use a broad range of evidence including anecdotal, qualitative and quantitative (a**s identified in the previous section 2.2**)

Black and minority ethnic (including Gypsies and Travellers and new migrants)	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

Boys/men	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

Girls/women	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

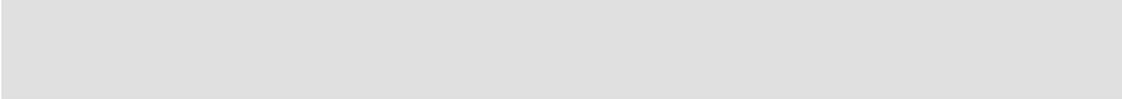| Disabled people	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

People of different religions or beliefs	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

Lesbian, gay , or bisexual people	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

Transsexual people	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		

Parents/carers, other users		
Staff		

Other (e.g. economically disadvantaged, lone parents etc.)	Potential for **negative impact**, and **barriers** faced by this group	Potential for **positive** impact
Children and young people		
Parents/carers, other users		
Staff		

3. Engagement and Action Planning - This section draws upon previous analysis of the potential for positive and negative impacts; and includes further engagement with public and staff who will be affected. In this section, you consider **priorities for action** and potential resource implications for each of the key areas identified in the Equality Strategy.

3.1 Engagement and involvement - Do you need to gather more information before proceeding with your action plan?

What are your plans for further involving public and staff who will be affected, on the potential positive and negative impacts of the policy/service/strategy for different groups?

What are the key questions? (In particular, use this opportunity to check your conclusions arrived at in section 2.3 "Positive and negative impacts" and check what should be included in the action plan/solutions 3.2 – 3.8)

Key questions?	Who will you involve?	What will you do?	Date	Key findings

Action plans - prioritisation

The action plan templates in 3.2 and 3.3 below will serve as the **final EQIA recommendations**. These templates allow you to **prioritise** potential positive and negative impacts, and barriers faced by different groups. They also prompt you to address the priorities identified in **the Children's Services Equality Strategy.**

Please use all the information about potential positive and negative impacts, barriers and key findings from discussions with those affected (i.e. 2.3 – Impacts and Barriers and 3.1 – Further involvement)

3.2. Prioritisation - proposed actions/solutions to address positive and negative impacts, and barriers identified in 2.3 and 3.1

Potential positive and negative impacts and barriers faced by different groups	Proposed action and solutions	Resource (Staff, Budget)	Timescale

3.3 Link to the Equality Strategy

Desired outcome	How can your policy/strategy/service address this?	Resource (Staff, Budget)	Timescale
Effective data collection and monitoring (including ethnic origin, language, religion, disability, age and gender, sexual orientation)			

Fair access to services that ensure **better outcomes** for different groups, and **developing inclusive services**			42
Effective engagement with different and minority groups and individuals Publication of EQIA report			
Effective and inclusive commissioning and procurement Commissioned services meet the needs and aspirations of all sections of the communities Independent commissioned providers and partners follow good equality and diversity practice			
Ensuring personal safety and challenging harassment			
Workforce development Developing confidence and competence in equality and diversity Ensuring a diverse and representative workforce			
Improving community cohesion and promoting good relations between different groups of people			