

Manland Primary School

Equality Scheme



Adopted on :

Chair of Governors:.....

Headteacher:.....

Due Date for Next Review	Review completed without, or with only minor, amendments (as per committee minutes)	Date of ratification by FGB	Initialled by Chair and Head
Spring 2015	Amendments to actions only		
Spring 2017			

(This scheme is guided by the HCC School Equality Scheme: a toolkit for schools - Spring 2012)

INDEX

1 Vision and Values

2 School Context

3 Legal Background

4 Roles and Responsibilities

5 Publishing Information

6 Engagement – Participation and Involvement

7 Using Information – Equality Impact Assessments (EQIA), Data and Other Information

8 Our School's Equality Objectives

Appendix 1 Equality Objectives Action Plan

Appendix 2 Glossary

1 VISION and VALUES

Manland Primary School is a supportive, caring community in which we encourage each other to achieve our potential in everything that we do.

Our school has an inclusive approach to education and we welcome all children from our local community and their families.

In considering our 'School Equality Scheme' we have agreed the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve proportionally and with specific purpose

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. As appropriate we will include the ideas of:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. However, in considering the publication of information we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small making it inappropriate, in some instances, for information to be published where it will enable individual children to be identified.

Principle 9: Objectives

We formulate and publish specific and measurable objectives.

We intend that the school based objectives which we identify will take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

2 SCHOOL CONTEXT

Manland Primary is a 1 form entry primary school in a popular Hertfordshire town. Children come from a more varied range of socio – economic backgrounds than might be anticipated by its position in the town. Most pupils are of ‘White British’ heritage and the proportion from minority ethnic groups is small. A few pupils speak English as an additional language. The number of pupils who leave or join the school at other than the usual times is similar to that found nationally. A minority of pupils are known to be eligible for free school meals. While the proportion of disabled pupils and those with special educational needs is below the national average, the number of pupils with a statement of special educational needs is above average.

The number of children said to belong to ‘vulnerable groups’ is small and it is important that the progress of these children is closely tracked and their individual needs addressed. As is appropriate, additional funding such as the pupil premium and specific SEN/D funding is allocated to target the progress of these children.

3 LEGAL BACKGROUND

At this school we are committed to meeting the public sector equality duties known as PSED.

a) Our general duty under the Equality Act 2010 requires that our policies and practice have due regard to:

- ✓ Elimination of discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- ✓ Advancement of the equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- ✓ Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it

b) The Specific Duties of the Act enable schools to meet their obligations under the PSED. These specific duties require schools to:

- ✓ Publish annually information (quantitative and qualitative) showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010

- ✓ Set (every four years) one or more specific measurable equality objectives that further the aims of the equality policy

c) Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- ✓ Age*
- ✓ Disability
- ✓ Ethnicity and race
- ✓ Gender (sex)
- ✓ Gender identity and reassignment
- ✓ Pregnancy, maternity and breast feeding*
- ✓ Religion and belief
- ✓ Sexual orientation
- ✓ Marriage and civil partnership*

KEY: * refers to staff only

d) Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination.

Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Manland Primary School we implement accessibility plans which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improving the availability of accessible information to disabled pupils

e) Community Cohesion

Community Cohesion supports good practice in educating children about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4 ROLES and RESPONSIBILITIES

- ✓ The school is committed to implementing this equality scheme and its associated plans.
- ✓ The Headteacher with the support of the Inclusion Leader is responsible for ensuring the effective delivery of this scheme.
- ✓ The implementation of the school's equality scheme will be monitored by the Governing Body on an annual basis.

- ✓ The school will review annually the actions that various members of the school community will take in relation to this equality policy.
- ✓ This statement should include reference to:
 - The Headteacher
 - The Governing Body
 - The Senior Leadership Team
 - The Teaching and Non- Teaching Staff
 - The Children
 - The Parents and Carers
- ✓ We will comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is 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 will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- ✓ We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents, tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.
- ✓ The school is committed to equality of opportunity in its day to day practice through:
 - Effective teaching and learning
 - Our ethos and culture
 - Our admissions policy
 - Relationships within the school community

5 PUBLISHING INFORMATION

Equality Information, the Equality Duty and The School's Duty to Publish

The information in this section is based on extracts and from the Equality and Human Rights Commission guide for public authorities and the Department of Education website.

a) What do the specific duties require on information?

- Public authorities covered by the specific duties must publish information to demonstrate their compliance with the general equality duty.

- The information must be published in a manner that is accessible to the public. This may be fulfilled by publishing information within another document.
- Manland will publish information via this policy on the school website

In deciding whether to put in place arrangements to gather relevant information through equality monitoring the school should decide:

- Why we want the information - only collecting information that is relevant and that will actually be used.
- Whether the information we need is already available from other sources. Is there national data we could use, or are there are other measures that we could use instead?
- How easy or difficult it will be to get complete information.
- How its potential accuracy and completeness will affect its usefulness.
- The process we might use to gather information and how we will ensure the data remains confidential and anonymous.

Collecting information in relation to some protected characteristics such as sexual orientation can be sensitive. It is not always appropriate to monitor certain protected characteristics of young people, for example their sexual orientation or their gender reassignment status.

Alternative sources of information such as national statistics, research or engagement, may help us to identify priority equality issues instead. We should remember that national trends may be applicable to our circumstances.

b) Proportionality

As a primary school we need only simple methods for publishing information, such as by publishing a short evidenced account of our equality priorities and work, with an indication of key trends and issues.

c) Where to publish

The school will publish its equality information on the school's website.

d) Ideas of documents we could publish as appropriate at a given time. [However the school will consider sensitivities where small numbers of children are involved.]

- Evidence of staff training on the Equality Act 2010
- Copies of policies, for example the behaviour policy or anti-bullying policy, or the recruitment or pay policies, where the importance of avoiding discrimination and other prohibited conduct is expressly noted
- Evidence of work done in response to analysis that, for example supports disabled pupils, helps boys improve their performance in writing, improves the English language skills of bi-lingual children from certain minority ethnic groups
- Aspects of the curriculum which explore different cultures and promotes understanding of different religions
- Involvement with the local community
- Links with other schools in the UK and abroad which enable pupils to exchange experiences with children from different backgrounds

- Focus groups and initiatives to explore and improve relationships between different groups of pupils within the school community

6 ENGAGEMENT – PARTICIPATION and INVOLVEMENT

As elements of this scheme are developed we will consider who should be consulted in relation to the particular foci. We should consider:

- ✓ How we will access the views of potentially vulnerable children e.g. those with EAL, with SEN/D or eligibility for FSM
- ✓ How we will support the engagement and contributions of these children
- ✓ How we have engaged with the parents and carers of children with SEN/D
- ✓ How staff and governors made their contribution
- ✓ Use of our website and newsletter
- ✓ How we make contact with local relevant community and voluntary groups

7 USING INFORMATION - EQUALITY IMPACT ASSESSMENTS, DATA AND OTHER INFORMATION

- a) On an annual basis the school will audit the impact of equality measures. This audit could include:
 - Analysis of Raiseonline data – including focus upon vulnerable groups
 - Incident reporting
 - Survey outcomes
 - Any other relevant information
- b) Our Equality Impact Assessments (EQIA) should help us to analyse whether what we are planning, potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.
- c) A range of tools are available to support EQIA e.g.
 - Information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
 - Qualitative information which may be given to us through a variety of mechanisms such as anti-bullying questionnaires
 - Local and national information
- d) Procurement: When procuring goods and services from external suppliers, we consider 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?

8 OUR SCHOOL'S EQUALITY OBJECTIVES

At Manland we recognise that our equality objectives need to be SMART:

Specific
Measurable
Achievable
Relevant and
Time-limited

Objectives are therefore set on a rolling basis in response to information gathered throughout the year. Such evidence may be quantitative and qualitative as explained previously in this document.

The objectives will be recorded in the format outlined in Appendix A

APPENDIX 1 Equality Objectives Action Plan 2015-2019

Equality Objective	Protect ed Charact eristic	Gen eral Duty	Respons- ibility	Measurable Success Indicator	Timing
1. Review progress of children by race, gender and disability and implement interventions in response	All	B	InCo with SLT	<ul style="list-style-type: none"> Progress data 	Annually at end of summer term
2. As staff, review and develop curriculum in line with revised national curriculum - ensuring that decisions are made which promote equality	All	A,B and C	DHT	<ul style="list-style-type: none"> Review of curriculum plans Monitoring activities such as <ul style="list-style-type: none"> Lesson observations Learning walks Work scrutiny etc 	Ongoing
3. Review curriculum coverage to explore how teaching related to protected characteristics is planned for – appropriate to primary aged children	All	A,B and C	HT with PSHE Leader	<ul style="list-style-type: none"> Review PSHE curriculum plan 	Autumn 2015
4. Publish information annually to show how the school meets the aims of the general public sector equality duty	All	A,B and C	HT with GB	<ul style="list-style-type: none"> Information made available on website 	Annually in autumn term

Protected characteristics: age*; disability; ethnicity and race; gender (sex); gender identity and reassignment; pregnancy, maternity and breast feeding; religion and belief; sexual orientation; marriage and civil partnership*

KEY: * refers to staff only

General Duty: There are 3 themes to the general duty:

- A) Show due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- B) Advance equality of opportunity between people who share a protected characteristic and those who do not
- C) Foster good relations between people who share a protected characteristic and those who do not.

APPENDIX 2 GLOSSARY

Age: This refers to a person having a particular age (for example, 32 year-olds) or being within an age group (for example, 18-30 year-olds).

Belief: see Religion and belief

Civil partnership: Legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Compliance notice: The Equality and Human Rights Commission can, if a public authority does not comply with its general or specific duties, serve a compliance notice on that authority under section 32 of the Equality Act 2006. The notice will state that the authority must meet its duty and inform the Commission within 28 days what it has done or is doing to meet its duty.

Direct discrimination: This refers to less favourable treatment because of a person's protected characteristic.

Disability: A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Engagement: A broad term, intended to cover the whole range of ways in which public authorities interact with their service users and their employees, over and above what they do in providing services or within a formal employment relationship.

Equality Act 2006: This legislation made provision for the establishment of the Equality and Human Rights Commission and the dissolution of the three legacy commissions for Disability, Race and Gender Equality. The Equality Act sets out the Commission's powers and responsibilities (these provisions were not repealed by the Equality Act 2010).

Equality Act 2010: This brings together the majority of existing equality legislation into one place so that it is easier to use. It also strengthens the legislation in some areas. It sets out the protected characteristics that are protected by the law and the behaviour that is unlawful.

Equality analysis: Equality analysis involves looking at your equality information and the outcome of your engagement in order to understand the effect or potential effect of your decisions on different protected groups. The general equality duty does not specify how public authorities should analyse the effect of their policies and practices on equality

Equality information: The information that you have (or that you will collect) about people with protected characteristics that will help you to show compliance with the equality duty. This will include the findings of engagement with protected groups and others and the effect of your policies on protected groups. It includes both qualitative and quantitative information, as well as evidence of analysis you have undertaken.

Equality objectives: A requirement to prepare, set and publish objectives is one of the specific duties set out under the equality duty. An authority's objectives should aim to further one or more aims of the equality duty.

Equality outcome: The results that individuals or groups actually achieve and are able to benefit from. For example, equal pay between men and women.

Fostering good relations: The Equality Act 2010 states that having due regard to the need to fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between people who share a protected characteristic and those who do not.

Function: The full range of a public authority's activities, duties and powers.

Gender: The wider social roles and relationships that structure men's and women's lives. These change over time and vary between cultures.

Gender reassignment: This is the process of transitioning from one sex to another. See also trans, transgender, transsexual.

General duty: The requirement to show 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; and to foster good relations between people who share a protected characteristic and those who do not.

Harassment: Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may also involve unwanted conduct of a sexual nature or be related to gender reassignment or sex.

Indirect discrimination: This is when a provision, criterion or practice is applied in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic, and is not a proportionate means of achieving a legitimate aim.

Intervention: The Equality and Human Rights Commission can intervene in legal proceedings in matters that are relevant to its functions by providing the Court with expert advice to help the Court reach its decision.

Judicial review: A claim to the High Court asking the Court to review the way a public authority or certain other bodies carrying out public functions made a decision. The Court can quash a decision and so require the authority to reconsider the matter. The Commission can institute judicial review proceedings in relation to matters that are relevant to its functions.

Listed body: A public authority covered by the specific duties. Bodies are listed in Schedule 1 of the regulations for the specific duties.

Marriage: A union between a man and a woman

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Mitigation: This is when measures are put in place that lessen the negative effects of a policy or policies on protected groups. For example, delivering a service by telephone alone may cause problems for those with a language barrier. Rather than changing the way the service is delivered, this could be mitigated by using telephone interpreting services.

Positive action: Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (for example, providing mentoring to encourage staff from under-represented groups to apply for promotion).

Pregnancy: The condition of being pregnant.

Proportionality: The weight given to equality should be proportionate to its relevance to a particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or on employees.

Protected characteristics: The equality duty covers the following characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are also referred to as protected groups. The duty also covers marriage and civil partnerships, but not for all aspects of the duty.

Protected groups: see Protected characteristics above

Public authority: The general equality duty applies to public authorities. For this purpose, a public authority is a body that is named (listed) or described in Schedule 19 of the Equality Act. It also applies to other organisations who exercise public functions. This includes private bodies or voluntary organisations which are carrying out public functions on behalf of a public authority.

Public functions: The Equality Act 2010 defines a public function as a function that is of a public nature for the purposes of the Human Rights Act 1998.

Race: This is the protected characteristic of race. It refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Reasonable adjustment: Public authorities making adjustments to the way in which they carry out their functions so that disabled people are not disadvantaged by the way in which those functions are carried out. This is with regard to policies, practices or procedures, premises, and the provision of auxiliary aids or services.

Relevance: How far a function or policy affects people, as members of the public, and as employees of the authority. Some functions may be more relevant to some protected groups than to others, and to one or more of the three elements of the general equality duty. The function or policy may still be relevant if the numbers affected by it are very small.

Religion or belief: Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism).

Generally, a belief should affect your life choices or the way you live for it to be included.

Section 23 agreement: The Equality and Human Rights Commission can enter into a formal agreement with an organisation under section 23 of the Equality Act 2006 if it believes the organisation has committed an unlawful act. This means that the organisation agrees not to commit a specified unlawful act, or to take certain actions. It will be required to report on progress to the Commission. Such an agreement is enforceable by the Commission in Court.

Section 31 assessment: Under section 31 of the Equality Act 2006 the Equality and Human Rights Commission can carry out a formal assessment to establish to what extent, or the manner in which, a public authority has complied with the equality duty.

Sex: Someone being a man or a woman.

Sexual orientation: This is whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Specific duties: Certain public authorities named or described (listed) in Schedule 1 of the Equality Act 2010 (Statutory Duties) Regulations 2011 are required to comply with certain specific duties. These duties are intended to assist authorities in complying with the general equality duty.

Stakeholders: People with an interest in a subject or an issue who are likely to be affected by any decision relating to it and/or have responsibilities relating to it.

Statutory Code of Practice: A document which offers practical guidance on the law, has been approved by parliament and is admissible as evidence in a Court of law.

Trans: The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people (those who propose to undergo, are undergoing or have undergone a process of gender reassignment to live permanently in their acquired gender), transvestite/cross-dressing people (those who wear clothing traditionally associated with the other gender either occasionally or more regularly), androgyne/polygender people

(those who have non-binary gender identities and do not identify as male or female), and others who define as gender variant.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/ surgery. Often used interchangeably with trans.

Transsexual: A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people feel the deep conviction to present themselves in the appearance of the opposite sex. They may change their name and identity to live in the preferred gender. Some take hormones and have cosmetic treatments to alter their appearance and physical characteristics. Some undergo surgery to change their bodies to approximate more closely to their preferred gender. Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010. Under the Act, gender reassignment is a personal process rather than a medical one and it does not require someone to undergo medical treatment in order to be protected.

Victimisation: Subjecting a person to a detriment because they have made a complaint of discrimination, or are thought to have done so; or because they have supported someone else who has made a complaint of discrimination. Victimisation is unlawful under the Equality Act 2010.