

Rationale/Philosophy:

Our schools aims and values are based on the values of the Christian family. We strive to achieve a high quality of care through our Christian foundation, so that everybody has the opportunity to develop their full potential.

- a) In accordance with this we pledge:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.
- c) We promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

Aims/Objectives:

- This is a whole-school policy - equality applies to all members of the school community, pupils, staff, governors, parents and community members.
- Inclusion is about meeting the needs of all, regardless of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances.
- We recognise and celebrate the differences that exist amongst us, and aim to prepare children for full participation in a diverse society.

Statutory requirements

The equality objectives in the section below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Cambridgeshire County Council procedure for recording incidents involving pupils in schools.

The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan addresses our duty under the Education and Inspections Act 2006.

The scheme also covers the statutory requirements outlined on p.25 of the EYFS Statutory Framework

Community cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for the planning and promotion of community cohesion. Figures are taken from the Raise Report 2011 table 1.1.1

Eynesbury Church of England Primary School is located in Eynesbury, close to the town of St Neots, it draws pupils from the centre of St Neots and outlying areas. The school is one form entry, with up to 210 pupils on

role and has a 52 place nursery. The schools staff and pupils are predominantly white. The school has not had any traveler children, refugees or asylum seekers in recent years. We have a lower than national percentage of children on Free School Meals, but this is a growing figure, and low pupil mobility level. On the whole, there are more boys than girls in our school. Children's attainment on entry is below average and the proportion of pupils with learning difficulties and disabilities in key stages one and two is below national average.

Annual census statistics analyse religious and cultural backgrounds of our school population., The majority of the school is made up of British white pupils, with Christianity as their religion.

Implementation/Tasks:

- Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LEA policies and guidance such as those for anti-bullying and dealing with racist incidents.
- All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.
- Where necessary the school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

Staff development

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

The needs of our children and changing demographic of the school, alongside Performance Management for all staff informs our CPD programme. We generally have a highly qualified teaching staff, support programmes are put in place for individual members of staff to develop an identified area of need.

TAs are also trained in EAL and SEN strategies. The strength in depth and experience of the staff is reflected in the ability to cascade learning through internal staff meetings, support and coach each other within the school. We also work closely with other schools to share expertise and specialist knowledge most notable in partnership with other St. Neots schools at primary and secondary level.

Roles and Responsibilities:

One named governor, takes the lead but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The **Headteacher** is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

- taking up training and learning opportunities.

Visitors and contractors are responsible for following relevant school policy.

The head teacher is responsible overall for dealing with reports of prejudice-related incidents and completes the termly return reporting these to Cambridgeshire County Council.

Additional Information:

Publication and review:

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by listing it on the school's website and making it available on request. The scheme will be kept under annual review..

How we report on progress and impact:

A report on progress with the actions listed below will be published by the governors via e.g. newsletters throughout each school year alongside progress against other School Development Plan outcomes. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment:

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Vulnerable groups are identified in our tracking of pupil progress both in percentage terms and at individual pupil level. This is done using data in the school's information management systems and knowledge of our families to identify social, as well as economic needs. They are identified in our tracking sheets for discussion at pupil progress meetings to ensure actions are taken to narrow the gaps. Outcomes are analysed through our Raise Reports each year to identify targets for improvement and action which are included in the School's Development Plan (SDP).

Evidence of this process can be found in the SDP, pupil progress files, annual data review (undertaken with the school improvement advisors - LA and school appointed), minutes of governor meetings and provision mapping for SEN and interventions.

Children are consulted through student and class council meetings about matters of importance including bullying, behaviour, equality etc.

The evidence is then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,

- sexual orientation and
- age.

Community Cohesion Plan:

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Links to other relevant policies:

- Teaching and learning
- Curriculum
- Recruitment selection and procedure
- SEN
- Gifted and Talented
- EAL
- Assessment and marking
- Behaviour and Anti-bullying
- Admissions
- Spiritual, Moral, Social and Cultural.
- Community Cohesion
- Recording and Reporting Racist Incidents

Signed:
(on behalf of Governing Body)

Date:

The Equality Act 2010: a summary for schools

General and specific duties

The Act covers all aspects of a school's work and establishes nine strands or 'protected characteristics' related to:

- Age (not in terms of school pupils or prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

The Act comprises a general duty and specific duties.

The general duty (also known as the public sector equality duty - PSED) requires all schools – including other state-funded educational settings and academies – to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the three aims of the general duty, schools have two sets of specific duties which they should meet by 6/04/12:

- to publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
- to prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims (The law sets a minimum of one objective but Lynne Featherstone, Communities Minister, suggests as a guide that 3-5 would be appropriate for a small rural primary – more for larger schools).

For further details of the specific duties, see **Information & objectives summary** available on Cambridgeshire schools' portal, resource id 8632.

Definition of 'due regard'

There are six principles established by case law underlying due regard (sometimes known as 'the Brown principles', after the specific case which generated them) – awareness, timeliness, rigour, non-delegation, continuous, and record-keeping:

1. **Awareness:** all staff should know and understand what the law requires.
2. **Timeliness:** the implications for equalities of new policies and practices should be considered before they are introduced.
3. **Rigour:** there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of the workforce and stakeholders.
4. **Non-delegation:** compliance with the PSED cannot be delegated.
5. **Continuous:** due regard for equalities should be happening all the time.
6. **Record-keeping:** it is good practice to keep documentary records to show that equalities have been considered when decisions are being made.

Implications for school leaders

- Having 'due regard' for the 3 aims of the general duty is likely to entail consultation and engagement with people who are affected by a school's decisions.

- The duty to publish information is likely to involve detailing any consultation and engagement and any equality analysis undertaken in complying with the duty.
- It is no longer a requirement to develop and publish equality policies & schemes
- There is no requirement to take account of national priorities in formulating school equality objectives
- It is recommended good practice to draw up and publish a statement of overall policy and principles, and to be mindful of national, regional and local priorities

A suggested programme

- Brief staff and governors
- Identify an Equalities Group
- Check your policy statement is up to date
- Complete equalities review to identify what information you already have. This will help you:
 - Evaluate and strengthen engagement with protected groups
 - Undertake equality analysis
 - Identify gaps
 - Formulate equality objectives
- Publish equality information and objectives

What does 'due regard' look like in the classroom?

- Taking account of and raising awareness of equality and diversity issues in planning and delivery of the curriculum
- Keeping a record of how and why we have reached a decision or done something in a particular way, e.g. using progress and attainment data to evidence why pupils have been allocated to certain groups
- Continuously revisiting planning and classroom practice to ensure they are still relevant, appropriate and having a positive impact
- Listening to and involving children and families
- Being vigilant and confident to respond appropriately to prejudice-related incidents when they occur

Further information

- Insted consultancy has published a collection of really useful papers to support schools and local authorities in their responses to equalities legislation, including in particular the requirements of the UK Equality Act 2010: <http://www.insted.co.uk/equalities.html>
- There is guidance about the minimal legal requirements for schools in a document issued by the Department for Education (DfE):
- <http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>
- The DfE has also published useful guidance on matters relating to disability equality: <http://education.gov.uk/childrenandyoungpeople/sen/a0065985/disability-toolkit>
- Updated guidance on the specific duties (December 2011) is available from the Equality and Human Rights Commission (EHRC) in *Equality Information and the Equality Duty: a guide for public authorities*, http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/information_guidance_rev.doc and *Equality Objectives and the Equality Duty: a guide for public authorities*, http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/objectives_guide_rev.doc

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