

EQUALITIES SCHEME POLICY
(Version 1.0)

Name of School: Weston Favell CEVA Primary school
Committee/Person(s) Responsible: Headteacher/ Governors
Distribution: Governors/Staff
Review Date: every 4 years

Policy written by Headteacher in line with the Education and Equality Act 2010

Document Reviews

Version	Adopted Full Gobs	Comments	Initial
1.0	03/05/12	Statutory policy	JR

Weston Favell CEVA Primary School

Education and the Equality Act 2010

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, providing a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The term '**protected characteristics**' is used as a convenient way to refer to the categories to which the law applies.

The eight protected characteristics are:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and maternity
- Age (as an employer)
- Religion or belief
- Sexual orientation

From 6 April 2011 all education settings have a general duty to annually publish clear information about how they have considered and acted upon three main equalities aims, which are to:

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

In addition to the annual publishing of **equalities information**, education settings also have a duty to prepare and publish **equalities objectives and an action plan** at least every 4 years.

The public sector Equality Duty 2011 has three aims under the general duty for schools/academies/settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school/academy/setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Matrix 1 - Equalities information already held

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Figures from different races; dressing up clothes; assemblies; reading schemes represent different cultures and library has dual language and bilingual dictionaries; PSHE curriculum; work/displays (See evidence file with NH). Access to a 'Worry Box' to share concerns. Images of different children in school prospectus. Families have access to family support to share concerns.	EMAS translator. Use of adults and children to act as bilingual interpreters. Multi-cultural activities	Positive role models; posters; books; family groups; sharing resources & knowledge; inviting adults including parents from different cultures; letters available in different languages if required,
Disability	Inclusion;; toilets; single level access throughout school. Small world characters. Access to a 'Worry Box' to share concerns. Images of different children in school prospectus. Families have access to family support to share concerns.	Staff training; pupil awareness; use of external agencies	Celebrating differences, reversed integration; whole school ethos of inclusion
Sex	M/F facilities (changing rooms, WC etc); attainment and attendance data; safer recruitment policy. Broad range of texts to appeal to boys and girls. Access to a 'Worry Box' to share concerns. . Images of different children in school prospectus. Families have access to family support to share concerns.	Planned activities of interest to both sexes; inclusive improvement opportunities; inclusive sports opportunities; planned programme of role models in school; SEAL; PSHE; planned programme of role models on staff team and visitors	Shared activities that ensure the curriculum appeals and is accessible to all. Mixed gender sports teams and activities.
Gender Reassignment	Safer recruitment policy		Deal with on a case by case basis; professional support
Pregnancy and Maternity	Flexible time off for antenatal appointments, etc; re-training on return to work; continuity of care & teaching of pupils before & during maternity leave; adjustment to hours of work to current needs with agreement; support maternity/ paternity leave; choice of return date(s); keeping in touch days;	Maternity policy; return to work policy	Opportunities for new parents to bring their child(ren) in to visit; invite staff to functions & productions; keeping in touch days

Age	No mention of age on application forms or at interview; provision of grouping children due to educational needs/ abilities; awareness of statutory school starting age. Access to a 'Worry Box' to share concerns. Images of different children in school prospectus. Families have access to family support to share concerns. Creche provided for many school events.	Recruitment policy; clubs open to all ages- joining it from Y1 upwards (due to energy levels and length of day)	Harvest baskets; choir visits; crèche at school productions. Elderly visitors to the school to share experiences and visits to retirement home next door.
Religion and Belief	Verbal feedback from visitors; Healthy Schools; multicultural menus; photographic evidence of a range of visits; School prospectus; mission/ vision statement; collective worship policy; hate incidents and measures put in place. Option to be exempt from collective worship. Access to a 'Worry Box' to share concerns. Images of different children in school prospectus. Families have access to family support to share concerns.	Involvement with local faith groups; provision for children unable to participate in certain activities (Christmas, Easter, etc); outstanding RE curriculum	Awareness of fasting and prayer times (during Ramadan); visits to a range of places of worship; celebrating religious festivals; SEAL; church use of school; parish magazine contributions; visitors from other faiths to share experiences. Staff awareness of different food requirements given beliefs
Sexual Orientation	SEAL; SRE; hate incidents & measures put in place. Mindful of different relationships. Access to a 'Worry Box' to share concerns		Circle time; SRE parents' awareness of course content; literature (books/DVD). Situations dealt with on a case by case basis.

Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Letters in other languages if requested; questionnaires to all, Views from multiethnic parents sought as appro, EAL children entering school system, Discussions about clothing and Ramadan. Local Children's Centre support	Revamped the curriculum; talking books; dual language books; access to family link worker/learning mentor; translators used as required; translations available on request through use of EMAS and Google translator;	Visitors from different cultural backgrounds; using translators/sign language; EMAS; multicultural signs, home visits before starting school in Pre School and Rec;
Disability	Questionnaires, Curriculum teaching, support for parents as required. Local Children's Centre support. Additional time for tests (if appropriate). Detailed Transition Plans for those children who require it.	SENCo; family link worker; reserved parking space and reserved seats at performances; single level access throughout school; Home/School books; Home resources provided by school; regularly reviewed accessibility plan.	Enlarged print; ramp; disabled toilets; enhanced facilities for people with hearing, sight, mobility disability; making reasonable adjustments where required;
Sex	Uptake of girls/boys extracurricular activities; track girls/boys progress to monitor equality. Non discriminatory approach to school life. Local Children's Centre support	Opp's for both sexes to participate in extra-curricular activities (e.g. girls in football club, etc; promoting non-stereotypical roles;	Equal opportunities for both sexes including residential visits and before and after school clubs
Gender Reassignment	Local Children's Centre support		N/A
Pregnancy and Maternity	Local Children's Centre support, Keeping in touch days, Consideration for flexible working following new birth. Honouring appointments.	Flexibility for staff in relation to parents' evenings. Provide flexible working patterns for special events where required.	Pre-School aged children to crèche which school provides.
Age	Children's Centre support, Harvest Festival assembly, Weekly curriculum support (knitting, sharing experiences). Performances to local residents, All family invited to school events which frequently includes grandparents. Work with 55 Network	Preparation for retirement and pension information for all; School birthdays celebrate birthdays of young and old;	flexible working

Religion and Belief	People of other faiths visit school; circle time; school assemblies, Local Children's Centre support, curriculum links, parents from diff faiths sharing their experiences.	Pupils visit different places of worship; Celebration of significant religious events; library display;	Awareness of religious dietary needs; provide facility for people of different faiths to celebrate religious festivals; multicultural resources; prayer arrangements;
Sexual Orientation	Assemblies about verbal/physical bullying; circle time; staff choice of disclosure; including same sex relationships when describing family units in UKS2 PSHE/SRE sessions; Local Children's Centre support; Sensitivity to children as they present concerns.	Use of family link worker/school nurse to support children & parents if required; transition focus if appropriate.	Bullying policy; meetings between affected parties; positive attitude;

Matrix 3 - your setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Good at this - lots in place	Good at this - lots in place	Some good practice in place – continuing to develop evidence collection
Disability	Good at this with successful integration of children with significant needs.	Good awareness	Good at this - eg Coffee morning, performances
Sex	No issues evident	Good at this - lots in place	Good at this
Gender Reassignment	Dealt with as applicable	Dealt with as applicable	Dealt with as applicable
Pregnancy and Maternity	Good at this	Done well on this	Good a this as need arises
Age	Good at this	Improving	Good at this
Religion and Belief	Good at this	Good at this	Good at this
Sexual Orientation	Dealt with as applicable	Dealt with as applicable	School anti-bullying group to focus on all types of bullying.

Matrix 4 - Equality Objectives and Action Plan (to be published by 6th April 2012, then at least every 4 years)

Protected Characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	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
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief			
Sexual Orientation	1) Continue to develop the Anti-Bullying groups work		

Other sources of guidance and information:

- Equality Act 2010: Advice for school Leaders, School Staff, Governing Bodies and Local Authorities
- Equality Information and the Equality Duty: Equality and Human Rights Commission
- The essential guide to the public sector equality duty: Equality and Human Rights Commission
- Equality analysis and the Equality duty: Equality and Human Rights Commission
- Equality Objectives and the Equality Duty; Equality and Human Rights Commission
- Engagement and the Equality Duty: Equality and Human Rights Commission

www.equalityhumanrights.com

www.equalities.gov.uk

www.data.gov.uk

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