

# Mayfield CE Primary School

## Equality policy and objectives

January 2017

To be reviewed every two years in January 2020

Signed ..... Date .....





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## 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 new 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

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 by 6 April 2012. They must now update the information at least annually and publish objectives at least once every four years<sup>1</sup>.**

### **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 exemplar 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.

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

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<sup>1</sup> 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

### Mayfield CE Primary School

January 2017

## Equality Policy

### Why we have developed this Equality Policy

This Equality Policy for Mayfield CE Primary 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.

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

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

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

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

## **Our school within the wider context**

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

Mayfield CE Primary School is in an area of the country which is predominately affluent and white British. Our school attracts lower than National numbers of children eligible for pupil premium and we have lower numbers of children who have English as an additional language. The majority of our children are of the Christian faith or no faith. Our numbers of children with SEN are lower than those found Nationally.

### **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<sup>2</sup>.

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:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality

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<sup>2</sup> <http://www.unicef.org/crc/>

- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- 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
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- 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

Our school mission statement makes explicit our school communities views on welcoming those from all faiths and none and from a variety of backgrounds and with a variety of needs. We are committed to providing equal access to resources and expertise for all children.

### **Our vision statement about Equality**

Mayfield CE Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

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

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

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all<sup>3</sup>. 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<sup>4</sup>.

**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.**

- 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

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<sup>3</sup> See *Appendix A* for further information about legislation

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

- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Executive Headteacher/Head of School 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.

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 via our school council were fully involved in refreshing the vision for our school.
- Our staff were consulted on this policy and asked to contribute their views on its content.
- Our school governors were consulted on this policy and asked to contribute their views on its content.
- Parents/carers were consulted on this policy via e mail and paper copies where necessary. Their opinions were taken into account when this policy was finalised.
- Minority, marginalised and potentially vulnerable groups were asked to contribute their thoughts by being directly handed this policy and advised of support the school could offer to help them access the content.
- Ongoing: This policy will be reviewed annually and stakeholders will be asked to contribute once again if governors feel our school demographic has altered enough to warrant any changes being made.

## 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: Our school has low levels of EAL students, literacy levels are high, deprivation indicators are low and take up of free school meals is below national.

The engagement activities we undertook as outlined above told us:

What did the engagement with staff, governors, parents/carers, students, vulnerable groups, community groups tell you?

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. Raiseonline data, governor dashboard data, FSM and LAC data and LA census data were used to develop our understanding of our school community.

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 also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously. We survey our children and parents annually to gain their views on a variety of topics which inform our policy and planning.

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 link with the Behaviour & Attendance Service, health partners, Sussex Police, Children's Centres, the Traveller Education and English as an Additional Language Service (TEALS) and East Sussex Equality and Participation team when required.

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 have close relationships with our local C of E Church and the local independent school.

### **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.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made<sup>5</sup> 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.

An example of how we adapted our approach to ensure we always offer an inclusive environment is the purchase of a specialist portable chair which enabled a disabled child to attend woodland days alongside his peers. Our environment has been adapted to include a disabled toilet and changing facilities and the change in level in our school is ramped. In addition to this we purchased a wheelchair ramp to enable any children or parents using a wheelchair access to classrooms with steps.

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.

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<sup>5</sup> 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.

For all incidents of hate or prejudice we refer firstly to our behaviour policy and our anti bullying policy. These policies comprehensively guide us and enable us to take a measured and fair approach. We would always seek to invite parents in to discuss any concerns and are required to report any incidents to the Local Authority in addition to completing our in house electronic recording form.

## **Implementation, monitoring and reviewing**

This policy was published in January 2017. It will be actively promoted and disseminated through our school website.

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.

Our school community will be alerted via our newsletter when this policy needs reviewing and they will be invited to contribute to this should they so wish.

### 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 - 2021

**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: |
|-------------------------------------|--------------------------|--|--|---|--|--------------------|------------------------------|----------------------|
| Advance equality of opportunity     | Other                    | To improve the attainment of pupils eligible for free school meals | Improved attainment, gap closed between children eligible for free school meals and those that are not eligible. | Children eligible for free school meals                         | Collate and analyse data relating to attainment by target group<br><br>Refer to SDP for specific actions relating to this objective. | SLT                | September 16 to September 17 |                      |

|   |   |  |  |                                  |  |                     |             |  |
|---|---|--|--|----------------------------------|--|---------------------|-------------|--|
| All aims of duty  | All   | To increase pupils, staff and governors awareness of legal and human rights and the responsibilities that underpin society | For all pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities | All pupils and staff             | Develop curriculum across school   | SLT<br>Governors    | 2016 - 2020 |  |
| All aims of duty  | All   | To increase participation of pupils from minority, marginalised or vulnerable backgrounds in school life                   | Increase the diversity of pupils involved in the decision making processes of the school   | Minority,<br>Marginalised pupils | Identify underrepresented groups on school council.<br>Set up group of pupils to develop actions which better involve target group   | SLT                 | Sept 2016   |  |
| Eliminate unlawful discrimination, harassment & victimisation | Sexual orientation/<br>Racial/gender identity/<br>Disability/<br>religion or belief | To prevent and respond to all hate incidents and prejudiced bullying   | Pupils feel safer and are confident that incidents are dealt with.<br><br>Increased staff confidence.<br><br>Accurate reporting.     | Whole school                     | To review and update existing policies and practice relating to bullying.<br>Staff training. to further develop skills in identifying bullying and challenging homophobia. | SLT                 | Sept 2016   |  |
| Advance equality of opportunities                             | Sexual orientation/<br>Racial/gender identity/<br>Disability/<br>religion or belief | To ensure that all girls are equally involved in physical activity   | Improved participation of girls in targeted sports activities  | Girls                            | Monitor attendance of girls at out of school hours sports clubs.   | PE Subject Leader   | Ongoing     |  |
| Advance equality of opportunities                             | All   | To increase social and emotional skills  | Improved ability by pupils to deal with difficult situations. Less disruption  | BESD pupils                      | Staff continue to be trained to deliver small group work sessions to support targeted  | PSHE Subject Leader | Ongoing     |  |

|                                   |   |  |   |              |  |                                  |         |  |
|-----------------------------------|---|--|---|--------------|--|----------------------------------|---------|--|
|                                   |   | for pupils with behavioural, emotional and social difficulties<br>BESD           | in class and around school.   |              | pupils in developing social and emotional skills.  |                                  |         |  |
| Advance equality of opportunities | Sexual orientation/<br>Racial/gender identity/<br>Disability/<br>religion or belief | To provide contextualised opportunities for boys to improve their writing skills | Boys are encouraged to write for pleasure because they can see a reason for the activity. | Boys         | Once a writing skill is taught provide contextualised opportunity for practising the skill. E.G reporting on a football match<br>Ensure opportunities for developing boys writing are explored through cluster and EIP activities. | Literacy Leader<br>Class Teacher | Ongoing |  |
| Fostering good relations          | All   | To promote good relations between people from different backgrounds              | Improved understanding of East Sussex community and diversity within it                   | Y6           | Work closely with our partner federated school   | SLT<br>PSHE Leader               | Sept 16 |  |
| Fostering good relations          | All   | To promote good relations between people from different backgrounds              | Improve children's understanding of life in modern Britain                                | All children | Ensure the principles that underpin the understanding of life in modern Britain are embedded in our curriculum   | SLT<br>PSHE Leader               | Sept 16 |  |

## 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**

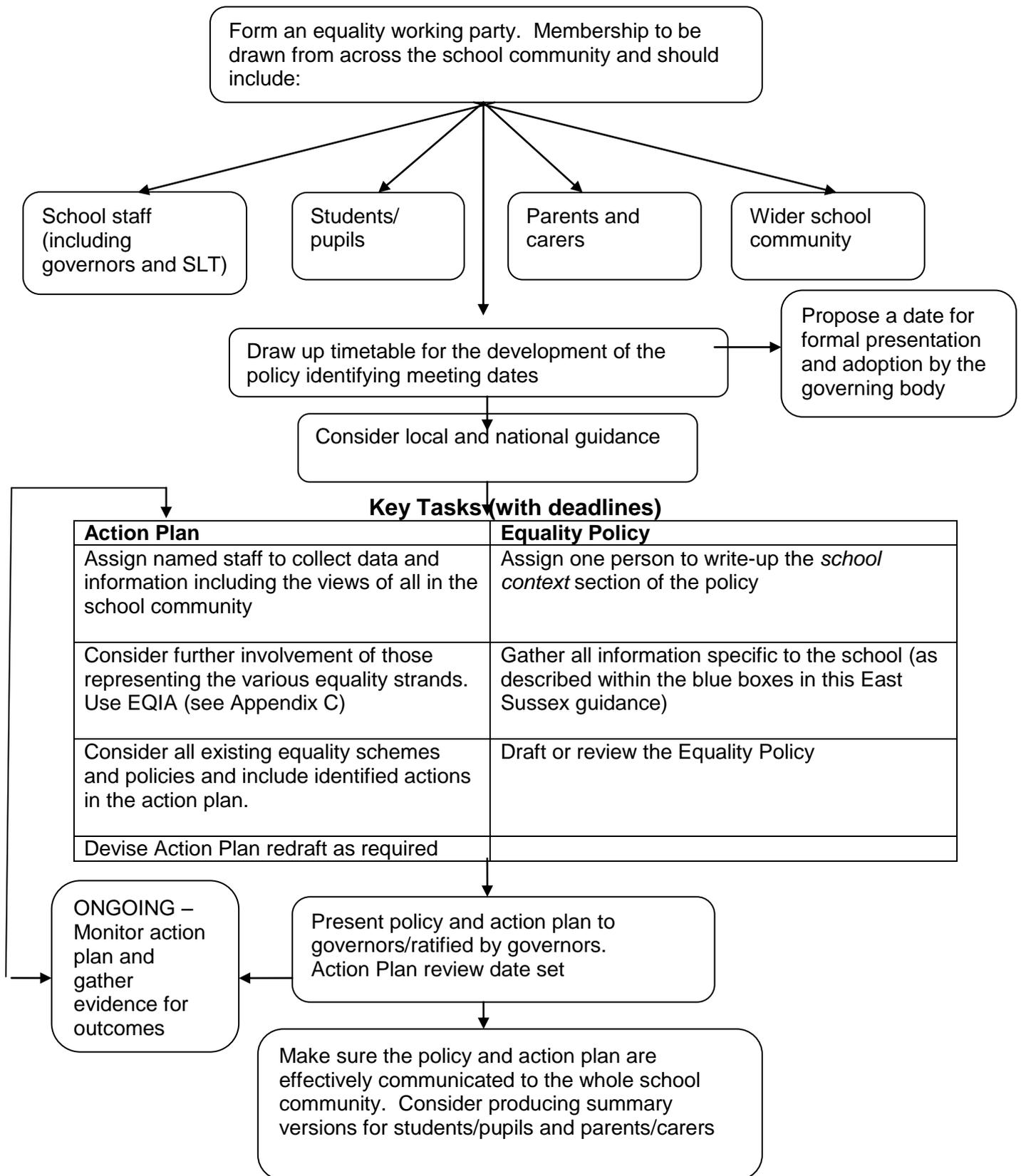
### **General duty**

- 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



## Appendix C: Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

### What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

### Key questions:

What are the aims of the policy, practice or project?

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how?

What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is OK, that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

A template for Equality Impact assessments can be found on Czone.

## **Appendix D: Good practice examples from schools in East Sussex**

### **1. Race and Faith**

#### **Hastings and St Leonards Schools and Anne Frank**

Hastings and St Leonards Excellence Cluster and the Equality and Engagement team worked together to bring the Anne Frank and You exhibition to the area in June 2011. The exhibition involved a historical element looking at genocide during WW2 as well as Anne's life, including a life-size reproduction of Anne's bedroom. The exhibition provided a common thread for the schools' 2011 transition project as well as offering the opportunity to provide a community focused piece of work around the themes provided by the display i.e.:

- Racism and prejudice
- Identity; inclusion and exclusion
- Valuing democracy and freedom
- Moral courage/responsibility
- Conflict

The exhibition was cited in Sussex Coast College for a month.

Areas of Hastings and St Leonards are amongst the most ethnically diverse in the county and community members had identified a need for more work to overcome some of the racial tensions in the area.

The heads worked together with Standards Learning and Effectiveness Service and the Excellence Cluster to plan the curriculum. Activities were based on guided reading of the diaries and other autobiographies, with students writing their own autobiographies.

Community members were also invited to come into schools to talk about their own oral traditions and storytelling from their own cultures. The community also led the planning of a celebration event for Anne Frank Day's birthday.

#### **Pevensey and Westham and their Japanese exchange programme**

Students at Pevensey and Westham school have, for five years running, had the opportunity to extend their knowledge of Japan and Japanese culture in an exciting and very direct way. Interns from the International Internship Programme in Tokyo have come to the school to share their culture with the students and school community. Most of the interns have been in their early 20's and many of them have been teachers or university students. They came to East Sussex to be ambassadors for their county, to learn English and to teach others about their culture and way of life.

When the school was first contacted by the Internship programme about having interns work at their school, they immediately agreed. Costs to the school are minimal as the interns fund themselves and stay with host families. They generally

stay for between six and nine months and work with all classes, from the youngest ages up.

To date, interns have taught students such varied subjects as calligraphy and Japanese art, basic Japanese language, Japanese songs, food tasting, as well as how to use chopsticks, how to dress in a kimono, and how to do a Japanese bow! Interns who were teachers in Japan also told the students about Japanese school life, describing a typical day and what they have for lunch.

Feedback has been excellent with teachers, students and parents all very happy with the experience.

### **Alfriston and Bourne Schools link-up**

Alfriston School is a small school set in a rural and relatively affluent area with low levels of deprivation. While the school is involved with a lot of community activities, especially in the immediate area, they are keen to allow the students to interact more with people from other areas, different ethnic backgrounds.

In response to this, the Head Teacher of Alfriston got in contact with Bourne school, also in East Sussex. Bourne School has relatively high levels of students with special needs, English as an Additional Language and students receiving free school meals. In fact, over half of the children at Bourne school have English as an additional language, with around 50 languages spoken. It also has lower attainment on entry than Alfriston school. Bourne School were also interested in expanding their students' experiences and interactions and agreed to form a link with Alfriston.

The link between the schools resulted in a number of different activities being carried out. These included:

- The Head Teachers swapped schools for a day. While at the other school, they did assemblies, went to classes to speak to the students and managed staff meetings.
- The teachers did an inset day together.
- The schools conducted a number of shared projects.
- The School Councils visited each other.
- The reception classes went on a joint day trip to Drusilla's Park.
- Years 1 and 2 at Bourne school came to Alfriston to do an art workshop. They first explored the village, then came back to the school and did some paintwork together.

This experience has been positive for both schools and both wish to continue with it. There are plans to build links between the classes that haven't had the opportunity to mix yet and they are also keen to do more staff swap days.

Alfriston School also does a wide range of other community cohesion activities. For instance, they work with the Budongo project in Nepalese schools. The students have raised money for the project and send letters to the children there. They also have a link with Kennington Manor School in London. Like Bourne School,

Kennington Manor School is very different to Alfriston. Year 5 and 6 students from the school visited Alfriston, toured the village and came into classes to ask the children about life in the area. Other activities to date have included visiting two local older people's care homes to sing to them and joint activities with the local pre-school.

## **2. Disability**

### **Broadoak and Punnetts Town Community Primary Schools governor-led consultations**

Broadoak and Punnetts Town Community Primary schools undertook some steps to tackle accessibility issues at their schools. Although there are not large numbers of disabled pupils or parents at their schools, the governors were keen to address any issues. This was due in part to their commitment to their statutory duties around disabilities and in part to the fact that they were able to utilise input from one of their governors, an occupational therapist, regarding issues related to accessing the physical environment of the schools.

A working party of governors, school staff and parents was established to look at various issues including accessibility of the schools and to make recommendations and a questionnaire developed for all families within both school communities. Disabled parents in the community were also involved in the plans. The schools were assessed in terms of accessibility and a questionnaire developed for parents of new starters at the school. All recommendations from the working group went into the schools' actions plans and disability equality schemes.

The questionnaire is now given to parents of all new pupils at the schools in their starter packs so any potential accessibility issues are picked up straight away. A questionnaire is also being developed for staff.

Kate Allison, the SENCO for the schools has two recommendations resulting from this work. First, she feels that it is important not to make information and forms for parents too long as this becomes an accessibility issue in itself. And secondly, more awareness of mental health needs is necessary. This is an area that she feels needs more work.

## **3. Community Cohesion**

### **Maynard's Green and Bourne schools link-up**

Maynard's Green is a small, rural school. They were looking for ways to expand their Community Cohesion work and the experiences of their students. Building the students' awareness of other cultures has always been an important focus for the school. For instance, every year they do an Africa Week and they sponsor a child in Africa. However they wanted to do something extra that would also be meaningful but perhaps more relevant for the students.

For this reason they established links with Bourne School which they are hoping will be ongoing. So far, years 2 and 3 have visited Bourne School. While there, they grouped the children together for games and activities such as role playing, puppet shows, painting and so on. A number of the Maynard's Green students went for a walk around Bourne School which is a much bigger school and was fascinating for them to see. This has been especially meaningful for a number of students in Year 3 with English as an Additional Language as they got to meet other students with the same first language at Bourne School.

Feedback from students and helpers has been very positive and both schools are hoping to continue developing links.

#### **4. Gender**

##### **Gender equality and PSHE at Priory School**

Priory School in Lewes has a well established life skills PSHE programme that is valued among senior staff which the students respond well to.

Part of this PSHE programme looks at gender stereotyping, both in society in general and in the workplace. Their Key Stage 3 work includes a unit of work that looks specifically at the issue of gender stereotyping. They are shown images including an old-fashioned representation of a housewife, a ballerina, a hoodie and a football supporter. They also use the images in the gender resource 'I'm A Stereotype, Get Me Out of Here!' developed by East Sussex County Council in partnership with Creative Consultancy. Students are encouraged to discuss the stereotypes and do written work around the dangers of stereotyping and discrimination.

Their Key Stage 4 programme has a unit of work around careers and enterprise and stereotyping in the workplace. The students are shown a film that discusses gender discrimination in the workplace and again, the gender resource images are used. They discuss the law and discrimination and have a general discussion around prejudice. This year students will discuss the new Equality Act. As part of this programme, students are also encouraged to reflect on their own skills and strengths and are given guidance around collage applications and writing CVs.

In addition, female members of the Police Authority and Fire Safety Authority regularly visit the school to lead a variety of sessions as well as discuss their roles in what are traditionally considered male-dominated workplaces.

#### **5. Sexual Orientation**

##### **Hailsham Community College and Stonewall**

Hailsham Community College was presented with an exciting opportunity to work with Stonewall, the charity that promotes the rights of the LGBT community. Stonewall asked Hailsham CC to help them develop a resource to be used in conjunction with a film they had made called FIT. The aim of the film and resource was to help students understand more about homophobic bullying and its impact on

people. This was considered a valuable opportunity for the students as, while there has been a lot of work done around other types of identity-based bullying, such as racist and sexist bullying – they felt that there was a gap in anti-homophobic bullying work with schools.

The film is divided into 7 chapters – each one exploring an experience of a young LGBT person. In partnership with Gary Ashdown, the PSHE co-ordinator at the school, students developed a resource to help viewers of the film explore what had happened to the characters, the language used and why characters responded to situations the way they did, through questions and prompts.

The resource was trialled with Year 10 and was considered to work very well. It has now been used with students for two years running and is taught as part of the curriculum. It is also being put on the Stonewall website for other schools to use.

The project has been considered a great success with Gary Ashdown commenting on a noted decrease in the use of homophobic language among students in the school. Since using the resource, the school has had four students who have had the confidence to openly 'come out'. It is expected that this increase in understanding and acceptance of the gay community will gain even more momentum by the visit of Sir Ian McKellan, who co-founded Stonewall, during Anti-Bullying Week 2010.

### **Parklands infant school**

The school are keen to encourage their children to be accepting of different families from an early age through planned use of 'Challenging Homophobia in primary schools'. This is an early years resource written by Andrew Moffat that has been published by Birmingham's Bullying Reduction Action Group (BRAG) and is accessible to download from the Birmingham City Council's website at: <http://www.birmingham.gov.uk>

The resource contains a series of lesson plans that acknowledge and celebrate the fact that families are different. The lessons are based on children's stories, some funny, some sad, and are accompanied by activities that seek to create inclusive, non bullying environments for primary aged children.

## **6. Age**

### **The Growing Together project and The Grove and Bexhill High School**

In 2008-2009 two schools in East Sussex – The Grove and Bexhill High School took part in an exciting and innovative community cohesion project called 'Growing Together'. The project was funded by East Sussex County Council and carried out by the creative education company, Scapegoat Schools. For the project, groups of students from the two schools worked closely with older people from the University of the Third Age in a variety of creative, dramatic and artistic projects.

The aims of the project included:

- Exploring and developing positive activities to promote inter-generational understanding and the building of positive relationships across age groups.
- To explore the themes of diversity, equality and cohesion and increase awareness and understanding of similarities and differences, especially around age
- To create an improved understanding of the diverse nature of our local communities

This was to be done by providing the participants with opportunities and activities to promote positive learning and engagement between the young and older people. The programme included: drama; forum theatre workshops; film making; art and sculpture; new skills days; story telling; discussion and creative writing. It involved large group work as well as work in smaller groups and between 'buddies' – where individual students were paired up with older people.

The project culminated in an exhibition day at De La Warr Pavillion which allowed participants to showcase their work and celebrate their experience. The project was deemed a great success by students, teachers, Scapegoat School and East Sussex County Council.

Some of the comments from participants were:

“Spending time with the older people has made me feel differently about them”  
(pupil aged 15, Bexhill High)

“I have learnt how important it is to be patient with kids and really listen to them”  
(U3A member, 65 years old)

## **7. Other Vulnerable Groups**

### **Chailey School and the Belonging Project**

The overall aim of the Belonging Project was to use creative approaches (dance, drama and writing) to help schools engage with and take forward their duty on community cohesion. This was achieved through developing effective pupil and learner voice to explore the theme of 'Belonging'. By working with the students to develop their skills and confidence it was hoped that they would be enabled to facilitate sessions with teachers and with other young people in their school on 'belonging'. It was also hoped that this project would also support pupil and learner voice across the other areas of school life. The project was funded by East Sussex County Council and managed by Creative Partnerships.

The first phase of the project involved years 10 and 11 in three schools: Chailey, Ratton and Peacehaven Community College. The findings in the first report were overwhelmingly positive for all three schools. The project was identified as a model of good practice in East Sussex Joint Area Review and Chailey School received national recognition from the NFER for its work.

Julian Dale, of Chailey School, spoke of the impact the project had on the students and staff involved in the project. Chailey School appreciated the chance to take part

in the project, as it fit well with their overall community cohesion work. The students involved varied greatly in terms of background and ability. As part of the project, they spoke with staff about what it meant to have a sense of belonging in a school community. They also spoke about ways the school could help generate more of a feeling of community. Staff greatly appreciated the opportunity to engage with pupils in this way, Mr.Dale said.

The nature of the ways teachers and students spoke to one another and the language used was one specific issue that was raised. This had an immediate impact on how students and staff interacted, with both more aware of how they behaved and talked to one another.

Such impacts are difficult to sustain though, according to Mr. Dale. While the impact of such open dialogue and communication was immediate, it proved difficult to sustain this momentum. Ideally such work would be on-going he said, rather than coming to an end when the project did.

## Appendix E: School Council Equality and Diversity Session

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

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

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