



EQUALITY POLICY

Jan 2017

Introduction

Crossley Fields school welcomes its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Crossley Fields School has paid due regard to the need:

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

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

At Crossley Fields school we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Reference: Behaviour, SEN, Curriculum Policies and Core Values

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We gather information from a range of sources when a pupil enters the school, e.g. family, child, previous school, discussions with external agencies.

We track all aspects of a child's provision and progress by regular meetings, data systems and accountability

We review and evaluate the effectiveness of our school provision by school monitoring and self evaluation activities planned for annually.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

- Appointments – recruitment documentation.
- Book audit – meetings with parents
- Use of interpreters (within staff team).
- Tools/audits of school environment.
- Appropriate curriculum which is personalised.
- Risk assessments.

- Monitoring and evaluating attainment.
- Parent/Pupil questionnaires.
- Induction of staff, pupils and volunteers.

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

1. Consultation

Crossley Fields School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We ensure that our school council is representative of all equality groups.
- We meet pupils individually to discuss their needs and progress with parents
- List the ways in which you consult with pupils in your school – suggestion box, circle time. School council.

2. How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups and disadvantaged pupils.
- Pupil surveys that demonstrate emotional health and well being, engagement and involvement – Boxhall profiles/attachment checklists.
- List the ways in which you track pupil achievement in your school – Classroom monitor, work scrutiny, pupil progress meetings, Government Body Achievement Committee.

3. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body
- Action Plan on website
- Gallery of events on website.

Action Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
Signage to be more reflective of needs/possible needs	Research and purchase signs	July 2017	LH/TD	Signage	Signs in place around the school
Books – to be reflective of equality and diversity	Audit & purchase – class and library	June 2017	NB	Books	Library and class books re-stocked
Understanding of the community we serve	Visit to local mosque and exploit in school staff knowledge & experience	Easter 2017 Ongoing	NE	Visit organisation	Visit and discussions taken place
Display reflects diversity and equality within our school	Design & make signage	May 2017	JB/PH	Signage and materials to make signage	Signs and displays complete & visible

Equality Impact Assessment

School	Crossley Fields J & I School
Date	31/1/17
Lead member of staff	Louise Howard
Other involved staff/role	Tracy Dell

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

As action plan

Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y**

Promoting equality of opportunity **Y**

Fostering good relations **Y**

Please explain

Promotes the above

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Governing Body
Parent Questionnaire
PCC
Pupils