



Almondbury Community School

Introduction

Almondbury Community 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 children:

- 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 Almondbury Community 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 through our Access Plan 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 and the partnership of schools, 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

Almondbury Community School is committed to ensuring equality of education and opportunity for all children, 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. We acknowledge that the society within which we live is enriched by diversity.

To create a fair and just school community that promotes social inclusion, community cohesion and equality, respects diversity, and which challenges and acts upon discrimination and inequality including bullying.

The school strives to ensure that its culture and ethos reflect the diversity of ALL members of the school community where everyone is equally valued and treats one another with respect and fairness. Children are provided with the opportunity to experience, understand and celebrate diversity.

The school intends that its workforce reflects Kirklees' diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

The School will work towards eliminating all discrimination. We believe that all children, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We will monitor, assess and review the potential for differential or adverse impact on children, parents and staff in relation to the following policies, procedures and functions:

- Administering medicines
- Admissions via Kirklees framework
- Attendance and Punctuality
- Assessment - including recording and marking policy
- Behaviour and Discipline - this will include exclusion arrangements
- Charges for school activities, lettings and use of premises
- Child Safeguarding
- Complaints
- Curriculum
- Drugs Awareness, including health promotion
- Educational visits/charging
- Extended Learning
- Health & Safety

- Job descriptions
- Monitoring of Looked After Children
- Parental involvement
- Prospectus
- Pupil records - Administration records; how they are accessed; how they are maintained; confidentiality
- Recruitment and retention
- Relevant policies including SEN, PSHCE, Dealing with Racist incidents, Anti-bullying
- Sex and Relationship Education
- Staff absence
- Staff Appraisal
- Staff Capability
- Staff handbook (updated and reprinted annually)
- Uniform
- Whole school pay policy
- Whistle blowing

We will prioritise the impact assessment and evaluation of these policies, procedures and functions within our Review cycle. High impact areas include admissions, behaviour and discipline and the curriculum.

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 children in everything we do.

1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

We challenge and prevent all forms of bullying and hurtful behaviour that is aimed at an individual because they are different by ensuring anti-bullying policies are effective. We actively record and report all incidents that children experience as bullying that is racist, sexist, homophobic, disability or religion related. Reports are shared with Governors.

All staff are expected to:

- Promote an inclusive ethos
- Challenge intolerance
- Identify and challenge stereotyping in the curriculum

Staff are supported in their care of children who have experienced bullying and other hurtful behaviour. When a bullying incident occurs there is a restorative meeting between children and parents are informed.

2) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

We ensure that teaching and learning are fully focussed on raising achievement regardless of the background of the children. Through the curriculum we encourage mutual respect between groups, using opportunities to challenge assumptions and stereotypes. We ensure that access to the curriculum and the learning opportunities afforded to all children is fair and open and that the curriculum on offer is personalised and matched to individual needs.

3) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We celebrate diversity and raise children' awareness through assemblies, fund raising, visitors into school and black history month. We use display material which includes members of all groups across the school.

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 in the partnership have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day in line with the School review cycle for policies, functions and procedures.

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

Almondbury Community 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 children. We ensure that our student council reflects the gender, ethnic, range of ability and socio-economic make up of our school. Under-represented groups of children are positively encouraged to be representatives on the school council. They are involved in the decision making processes in the school.

We also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

The school regularly gathers children' and parents views on emotional wellbeing engagement and participation by:

- Informal 'meet and greet' at the start and end of the school day
- Parent's consultation evenings
- Individual meetings with parents
- Questionnaires
- Newsletters
- Worry boxes and comments boxes

- Feedback from children' reports
- School events and productions.

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:

We address standards of educational attainment for those nationally recognised groups of children who do not achieve as well as they might. These may include (but are not limited to): disabled children. White working class boys, children of African and Pakistani heritage, traveller children, children of refugees and asylum seekers, looked after children and all children who are bullied.

We proactively gather information on the performance and progress of children across all groups (gender, ethnicity, SEND, Disadvantaged, prior attainment) each term. Pupil achievement is compared to pupil targets. Intervention to address underperformance and narrow attainment gaps is targeted effectively when the information is collated and analysed.

Data on exclusions, isolation, attendance, punctuality and rewards is collected and analysed termly. We use this data to assess the impact of practices; ensuring that one group is not over represented and those policies are equitable. We use the data to identify trends and patterns amongst different groups of children. Action plans and intervention is targeted at the earliest opportunity to tackle any underperformance or adverse differential.

Data is analysed relating to take up and participation in extra-curricular activities. We ensure that curriculum opportunities are encouraged amongst underrepresented groups. We encourage children in underrepresented groups to take up extra-curricular activities

3. Publication and Review

The Governing Body is responsible for ensuring that the school complies with the specific duties under the Equality Act, and that this policy and its related procedures are implemented.

The Head teacher is responsible for implementing this policy: for ensuring that all staff are aware of the policy and that appropriate training and support is provided for all staff; and for taking appropriate action as a result of any unlawful discrimination.

A member of the Senior Leadership team, in consultation with a member of the governing body, will take responsibility for auditing equality practices. They will take responsibility for leading the day to day implementation of the Equality Act.

All staff are expected to:

- Promote an inclusive ethos
- Challenge intolerance
- Identify and challenge stereotyping in the curriculum
- Remain up to date with equalities legislation relevant to their work.

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 children through:

- Reports to the Governing Body
- Reports on the school website
- Publications sent home e.g. School Newsletters
- Staff meetings
- Meetings with parents e.g. Parents Forum.

Equality Impact Assessment Action Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
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.					

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other involved staff/role	

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

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

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

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

--

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

--

Equality Impact Assessment (Example)

School	Almondbury Community School
Date	July 2015
Lead member of staff	Trevor Bowen
Other involved staff/role	Curriculum Sub-Committee Governors and all staff

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

Governors propose to give children an award twice a year. The award can be for good work, excellent behaviour, community work etc. Staff nominate children for the award, and explain why the pupil has been nominated. Children present to Governors their work or why they have been nominated. Governor's award prize winners. All children nominated receive a certificate. This is a new practice to add to our current rewards system.

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

Eliminating unlawful discrimination, harassment and victimisation

Y/N

Promoting equality of opportunity

Y/N

Fostering good relations

Y/N

Please explain

Will all children have access to the award?

- Will all subject areas nominate children for an award?
- Will all form tutors nominate children for an award?
- Will all Year Leaders nominate children for an award?
- Will all teachers nominate children for an award?
- Will younger children be nominated for an award?
- Will children on FSM be nominated for an award?
- Will children on the SEN register be nominated for an award?
- Will children with behavioural difficulties be nominated for an award?
- Will more girls be nominated for awards than boys?
- Children without confidence will not want to present to Governors? How do we support their nomination?

Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Consultation was with all staff through HOD meeting and departmental meetings. HOD minutes and Department minutes recorded the discussions.

Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability	Are children discriminated against? Do they receive disproportionately fewer awards?	Needs investigating Positive	Yes
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

Governors to be made aware of their duty under the Equality Act 2010.
Staff make nominations for awards.
Governor's award prize winners.
Nominations and awards are analysed by gender, age, SEN, FSM, ethnicity and curriculum subject. The analysis is compared with whole school data to see if there is any adverse effect.
The findings of the analysis are fed back top Governors and staff before the next round of applications.