

Hallaton CE Primary Single Equality Scheme 2012-2015

Adopted by the Governing Body

Contents of our Single Equality Scheme

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1. Our Distinctive Character, priorities and Aims

1.1 Characteristics of our school (November 2014)

- Primary School, 118 pupils aged 4-11
- Situated in a small the catchment is the surrounding villages. Catchment has low deprivation.
- 0 Free School Meals
- Baseline judgement- On entry the majority are working within the correct, age related, Development Matters Statements of 40-60 months
- Majority of pupils are White British
- Good levels of parental involvement
- strong links with other local schools, the local church local and community groups
- Awards- Active Mark, Healthy Schools Award, Full International School Status, Eco Schools Bronze. Sainsbury Silver Sport Award

1.2 School Aims

Hallaton CE Primary School

Learning for Life

We aim for our children to

- Reach their full potential
- Develop a positive self-image
- Be responsible and make informed choices

We

- Provide a supportive and caring environment
- Promote high achievement
- Encourage independent learning

1.3 Our Priorities

Children and young people

- narrowing the attainment gap between different groups of children and young people in the school
- challenging stereotypes
- ensuring equality of opportunity

Our school community

- ensuring the involvement of children and young people, parents and carers from all backgrounds in the life of the school
- ensuring access to information e.g. translation or assistance wherever possible
- tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- promoting positive attitudes toward diversity
- implementing equal opportunities principles in all aspects of staffing and employment.

1.4 Aims of our Single Equality Scheme

At Hallaton CE School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or belief, sexual orientation, age or socio-economic background. We aim to develop 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.

The achievement of pupils from different groups will be monitored, as appropriate and we will use this data to support pupils, raise standards and ensure inclusive teaching. We aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity should be celebrated by all those who learn, teach and visit here.

2. Principles of Our SES

2.1 Purpose of the SES

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our provision. We recognise within this Scheme the inequality linked to poverty and socio-economic factors and take steps to reduce their impact.

Our SES enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);

- advance equality of opportunity through vision, strategy and practice;
- foster good relations.

Through our SES we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between children and young people;
- improve outcomes

2.2 A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate and relevant to the equality issues within our school. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes.

We accept that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality.

The views of stakeholders are genuinely taken into account when we set priorities. We monitor outcomes and the impact of our action planning incorporating the fullest possible participation of stakeholders.

3. Responsibilities

3.1 Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

3.2 Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;

- ensuring that action plans and risk assessments are undertaken;
- consulting with stakeholders including:
- providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

3.3 All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children, parents and carers etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's provision;
- maintaining an awareness of, and professional interest in, the school's current SES and the provision to which it relates;
- implementing provision in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

4. Information gathering

4.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

4.2 Types of information gathered

The wide range of information is gathered to support our planning and action to promote equality and eliminate discrimination such as:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;

- pupil attainment and progress data relating to different groups;
- children and young people views actively sought and incorporated in a way that values their contribution;
- sports and activities choices of all groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;

The information gathered by the above processes informs our action planning. See appendix A

5. Review

As part of the review of the SES, the school commits to:

- involving the participation of a range of stakeholders,
- analysing the information and data used to identify priorities for the SES and action plans,
- Monitoring whether actions taken have had a positive impact across all protected characteristics,
- ensuring that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

6. Publication and reporting

The SES is published on our school website and a paper copy is available on request.

Appendix 1. Description of definitions and legal duties

There is a legal requirement for schools to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. The school's SES meets this specific requirement. The following definitions and legal duties describe the school's understanding of legislation prior to and including the Equality Act 2010 in relation to the protected characteristics:

App 1.1 Definitions relating to the Equality Act 2010

The following definitions are some of the more common terms relevant to schools or the particular provisions of the Act:

Discrimination:

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

Indirect discrimination occurs when you apply a provision, criterion or practice (PCP) in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion. Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Positive Action:

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions. It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

'Proportionate means of achieving a legitimate aim':

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice. The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be. In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Protected Characteristics:

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

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

(Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions).

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

Provision, criterion or practice (PCP):

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit or in preparing for a school trip)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Public sector equality duties:

These give public bodies, including maintained schools, Academies and Pupil Referral Units, legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The duties provide a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. They also provide a strategic and systematic means of tackling major entrenched disadvantage across the sector.

Reasonable adjustment duty:

Schools are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty is owed to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

Schools cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether it is known that a particular pupil is disabled or whether there are currently any disabled pupils. By anticipating the need for an adjustment schools are best placed to help disabled pupils who come to the school. Schools are not expected to anticipate the needs of every prospective pupil but they are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate to provide large print for a pupil with a visual impairment, it might not be reasonable to be expected to have Braille devices standing ready.

Socio-economic duty:

A public sector duty applying to 'authorities' who, when making decisions of a strategic nature, must consider how to reduce the inequality of outcomes resulting from socio-economic disadvantage.

App 1.2 Legislation relating to the Protected Characteristics

App 1.2.1 Age

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as employers, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- set a default retirement age of 65. Retirement ages below the default retirement age will need to be objectively justified or changed
- introduce a new right for employee to request working beyond retirement age and a duty on employers to consider that request
- introduce a new requirement on employers to give at least 6 months notice to employees about their intended retirement date
- allow pay and non-pay benefits to continue which depend on length of service requirements of 5 years or less or which recognise and reward loyalty and experience
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

Under the Equality Act 2010 age is not a protected characteristic for schools

App 1.2.2 Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality through:

- promoting equality of opportunity between disabled people and others;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in public life;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The governing body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as someone who has, '*A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

App 1.2.3 Gender Reassignment

Duties under the Sex Discrimination (Gender Reassignment) Regs 1999 and the Gender Recognition Act 2004 require the governing body to eliminate unlawful discrimination and promote equal opportunity in the employment of staff.

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone - it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

The term 'transsexual person' refers to someone who has the protected characteristic of gender reassignment.

App 1.2.4 Marriage and Civil Partnership

Under the Equality Act 2010, marriage and civil partnership are protected against both direct and indirect discrimination. This applies to schools as employers but not in relation to pupils.

App 1.2.5 Pregnancy and Maternity

Under the Equality Act 2010 It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

App 1.2.6 Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

To meet this requirement the governing body carries out its duty through the SLT to:

- produce a written race equality policy (which may now be incorporated into a single equality scheme) identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity;
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually;
- record racist incidents and report them to the local authority on a regular basis.

The reporting of racial incidents is a statutory requirement and we record incidents on a paper form, which we return to Rutland County Council.

App 1.2.7 Religion or Belief

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition: 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

For a belief to be protected by the Equality Act:

- It must be genuinely held.
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

App 1.2.8 Sex (Gender)

Duties under the Equality Act 2006 require the governing body to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body must revise and review the plan every 3 years and report on progress annually.

App 1.2.9 Sexual Orientation

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace. With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

Appendix 2. 1 Table of legislation prior to Equality Act 2010

Prior to the Equality Act 2010 'protected characteristics' were commonly called 'strands'. Those affecting schools in the service of education are recorded in alphabetical order as follows:

Equality Strand	Legislation		General Duty	Specific duties
ALL	Human Rights Act (1998), Article 14: Rights ... <i>'without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.</i>			N/A
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005		Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Disability Equality Scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review • Report annually SEN policy & Accessibility Plan <ul style="list-style-type: none"> • Report annually
Gender (sex) and Gender Reassignment	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004		Eliminate discrimination Promote equality of opportunity	Gender equality scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000		Eliminate discrimination Promote equality of opportunity Promote good relations	Race equality policy <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review Record incidents & report to LA
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006	Employ - ment & provision of goods & services including Education	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment - including harassment 	None
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81			

Appendix 2. 2 Table of legislation: Equality Act 2010

Equality Area	What is new?	Requirements	Application to schools
Socio-economic disadvantage	New public sector duty to consider socio-economic disadvantage when taking strategic decisions about how to exercise functions.	<ul style="list-style-type: none"> Have due regard to the desirability of exercising functions in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. Take into account guidance issued by ministers 	Schools as Public authorities School Partner authorities
Protected Characteristics: Age Disability Gender - reassignment Marriage and civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation	A single public sector equality duty applying to all protected characteristics: Specific changes offering greater protection from harassment and victimisation. Positive action Direct discrimination extended to disability Indirect discrimination extended to disability and gender reassignment New protection from discrimination by association or perception	Eliminate discrimination, harassment and victimisation Advance equality of opportunity Foster good relations Victims now only need to show that they have been treated badly, rather than less favourably. No requirement to take positive action. No restriction on treating disabled people more favourably. Extension of protection from discrimination based on association or perception to all protected characteristics	Provision for Education (Part 6, Chapter 1) Application of all characteristics as employer and provider of services. Age and Marriage and civil partnership excluded in relation to pupils.
Sex	Pay gap information	Requirement to publish information relating to pay of employees for the purpose of showing whether there are differences in the pay of male and female employees	Only as employer of 250 or more employees

Appendix 3 Action Plan March 2012

Year 1 Actions 2010/11	Impact	Deadline	Lead officer	Indicator of achievement	cost	Years 2 & 3 Actions 2011-2013
General actions to ensure equality for all groups						
Produce a single equality scheme based on research in the school	School identifies priorities and actions to be taken for inclusion in the SES across the whole area of school activity	September 2012	Head teacher	SES published and linked to relevant school policies.	0	Continue to monitor policies, procedures and practice for positive impact assessment.
All new and existing policies and procedures reviewed Ofsted inspect and report on equality	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage, and set priorities accordingly	Ongoing 3 year review	Head teacher	Policies reviewed during the first year of the three year review cycle Amendments made to advance equality of opportunity	0	Years 2 and 3 of policy review cycle Reports provided to the Governing Body eg racial incidents and bullying
All staff receive CPD on the schools arrangements to promote equality in the context of their job role	Staff can identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, practice and procedures in the school	Induction ongoing September 2012	Head teacher	Indication of increase in staff confidence and competence. Observations of teaching and learning	0	Ongoing programme of training. Regular reporting to governors on the impact of CPD
Ensure that SLT are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and recruit the best person to the role	September 2012	Head teacher	Feedback from candidates on the process indicates fairness.	0	Ongoing recruitment
Full curriculum review	All learners have full access to the curriculum Curriculum promotes equality	March 2013	SLT	Pupils demonstrate respect for all. Stereotypes are not reinforced	0	Ensure the curriculum is flexible enough to respond to
Data Analysis	Groups of learners are identified and their progress tracked. Any issues arising are addressed by interventions	July 2012	Head teacher	SLT and teachers understand the needs of all groups of learners	0	Continue to close any attainment and achievement gaps
Be pro-active in encouraging self-declarations	The needs of stakeholders are known by the school and can be addressed, increasing involvement of stakeholders and ensuring equal curriculum access for all pupils	September 2012	Head teacher	Parents engage fully with school Attainment gaps between groups is narrowing	0	Induction procedures reviewed