



**Federation of Savile Town CE (C) & Thornhill Lees CE (VC)
I & N Schools
Equality Policy 2022**



‘At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.’

Introduction

Our schools welcome 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 our schools in the Federation have 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

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.

This policy should be read in conjunction with all our policies, each of which are reviewed with the principles of this policy in mind, but in particular attendance, anti-bullying, positive behaviour, SEND and Safeguarding.

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.

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 3. 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; we also do home visits for our new pupils entering our Nursery and Reception provision.
 - We track all aspects of a child's provision and progress through regular progress reviews. We track attainment and progress for all key groups across the school.
 - We regularly carry out a range of pupil and parental surveys to ensure our provision is meeting their needs and expectations and we share the results with members of the school community including governors.
 - We review and evaluate the effectiveness of our school provision by analysing data, collating results of surveys and through careful monitoring and whole school self evaluation. We carefully monitor the attendance of all pupils and of all key groups.
 - We work with external agencies to support pupils and families where appropriate, including social services, the school nurse, community police, family support services and the educational psychologist.

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.

Any gaps in provision and practice that are identified form part of an action plan which is published along with this policy in the policies section of the website.

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

We recognise 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 pupil voice groups such as School Council, Munch Bunch and the Eco Team are representative of all equality groups.
- We meet pupils individually to discuss their needs and progress.
- We send out Parent questionnaires and hold regular open days/ evenings.
- We ask volunteers/ students to complete feedback forms.
- We consult with Governors and the wider community where appropriate through surveys, meetings and sharing of ideas

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 where appropriate
- Auditing provision in school, by class and groups.
- Pupil surveys that demonstrate emotional health and well being, engagement and involvement.

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 through:

- Headteacher reports to Governors
- Feedback to parents through parent consultations, reports, newsletters and individual meetings.
- Ensuring the Equality Action plan is available online for all parents.

Action Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
To increase consultation with all stakeholders following the Covid pandemic	Restart the pupil voice groups. Restart the parent forums. Share this information onto the website. Inform Governors of progress	By the end of 2022.	SLT	Meeting time	Stakeholders meeting together. Voices inputting into all aspects of school life.
Highten the role of the Equality Governor in monitoring this aspect of school life.	Named Equality Governor to conduct learning walks in school and feedback into GB	By the end of 2022	Governors	Meeting time	Governors are actively monitoring this aspect of school life.

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

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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

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carers, 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

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