

# Waterthorpe Nursery Infant School



## Equality Scheme and Action Plan (This is a Local Authority adopted Policy) June 2017

**Approved by:** Steering Committee

**Date:** June 12<sup>th</sup> 2017

**Next Review Date:** Summer 2020

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## Contents

	<b>Page</b>
1. Introduction	3
2. Outline Equality Scheme	4
3. Impact Assessment Toolkit	12
4. Sources of Further Information and Advice	17
5. Appendix 1 Equality Action Plan	20

# 1. Introduction

All school governing bodies are required to counteract the effects of institutional discrimination on the grounds of race, disability and gender in line with their statutory duty under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

The legal duties on race, disability and gender equality require schools to identify and eliminate discrimination, prevent harassment and ensure equality of opportunity by taking a proactive approach to addressing key issues, for example the achievement of boys from some backgrounds, achievement of disabled pupils and the greater level of exclusions of boys.

The legal duties on race, disability and gender apply to all aspects of the school community and relate equally to children and adults.

In addition, the Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from September 2007.

The Guidance on Developing a Single Equality Scheme pack has been prepared to enable you to meet the general and specific requirements of the three public duties as well as meeting the duty to promote community cohesion on school governing bodies and contains:

An **outline Single Equality Scheme**, setting out all the information required to produce your Equality Scheme which is individual and specific to your school and includes:

- Model text on the legislative requirements.
- Text you will need to slightly revise to ensure that your Scheme is tailored to the circumstances of your school.
- Guidance notes at the end of each section of the outline Scheme on including information specific to your school circumstance, this could include referencing and links to other plans.

A **template for a Single Equality Action Plan** setting out a simplified approach which incorporates the general and specific requirements of the Race, Disability and Gender duties alongside the linkages on the duty to promote community cohesion within one document. Existing Action Plans can easily be transferred into the Single Equality Action Plan.

An **Equality Impact Assessment Toolkit** to enable you to carry out an Impact Assessment of your policies in line with the public duties.

**A list of Sources of Further Information and Advice relating to specific aspects of the legal duties.**

## 2. Outline Equality Scheme

### 2.1 Introduction

**Waterthorpe Nursery Infant School** have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

**Signature: Headteacher**..... **Date**.....

**Signature: Chair of Governors**..... **Date**.....

## 2.2 Legal framework

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

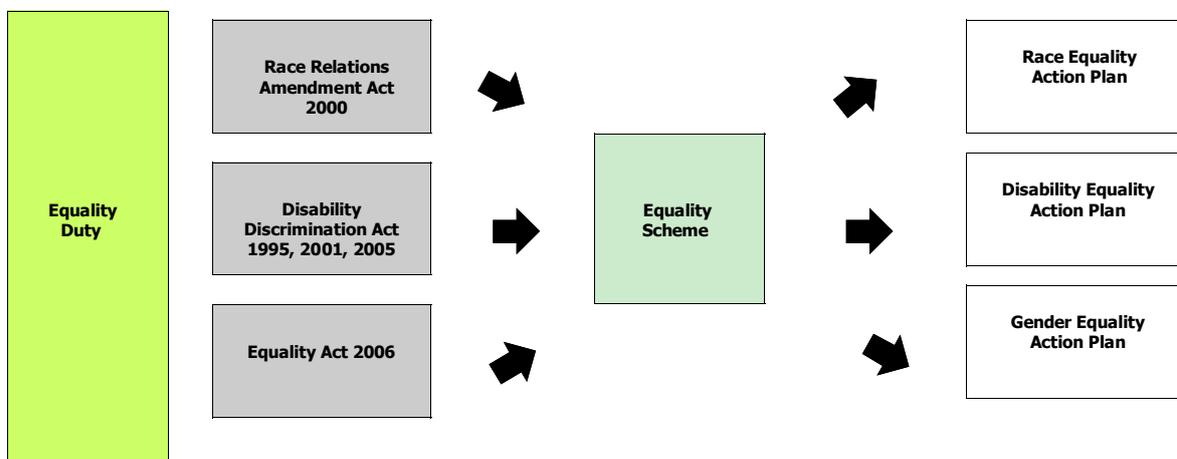
- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

**Figure 1**

### How the Equality Duties fit together



## 2.3 Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Our action plans for literacy and numeracy in raising attainment
- Commitment to extended services including childcare and family learning
- Reviewing and following our accessibility plan (see SIDP)
- Reviewing and following our attendance plan (see SIDP)
- Reviewing and following our inclusion and SEN plans
- Apply policies in relation to equality e.g. equal opportunities, anti bullying
- Reviewing and applying our staffing policy
- Reviewing and applying our policy in relation to governors

## 2.4 Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, '*community*' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values. E.g. annual assembly plans
- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group. e.g. our data tracking system and class profiles identify and target specific groups of children
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services. The school offers wide ranging extended services and works closely with other partners to ensure inclusion for all

## 2.5 How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan at Pages 22-27.

## 2.6 Leadership

All staff and Governors at the school are responsible for the implementation of the Scheme.

**Governors** are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head Teacher** is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying
- homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

## 2.7 Involvement

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- Communication consultation for families and parents
- ECM consultation for pupils

## 2.8 Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of either pupils or our staff.

Our Harassment and Bullying Policy for Pupils states:

At Waterthorpe Nursery Infant School we implement a positive Behaviour Policy, which encourages attitudes of self-discipline, caring and friendliness.

We work together to create a supportive environment where bullying is unacceptable regardless of how it is delivered or what excuses are given to justify it. We recognise the detrimental effect on children and adults who may be subject to bullying and will work actively to minimise the risks..

We promote anti-bullying with children in assemblies and through the SEAL project throughout the year. An anti-bullying week is held annually. We implement a positive Behaviour Policy, which encourages attitudes of self-discipline, caring and friendliness

Our Harassment, Discrimination, Victimisation and Bullying Policy for staff states:

We are committed to creating an environment where all employees and groups of employees treat each other with dignity and respect.

We will not tolerate harassment, discrimination, victimisation or any unacceptable conduct towards an individual or group which is related to race, gender, ethnic origin, sexuality, age, religion or disability whether a single incident or persistent acts.

We will not tolerate bullying behaviours in the workplace.

The policy is reviewed with staff and governors regularly. This is linked to the school code of practice which is promoted through the staff newsletter and displayed prominently in the staffroom.

## 2.9 Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently. Our approach to Equality Impact Assessment is listed in our Action Plan (page 20).

## **2.10 Training**

We provide equality training through:

- Regular SEN training and briefings
- Staff meetings and training around vulnerable groups e.g. Pupil premium children and boys
- Specific training sessions for staff as identified by need and the School Improvement Plan

## **2.11 Information Gathering**

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- The profile of your workforce.
- Attainment levels for groups of children e.g. by race or gender
- Exclusions
- Reports of harassment and bullying of pupils and staff
- The composition of your Governing Body

## **2.12 Procurement and Contractors**

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices.

## **2.13 Visitors to the School**

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality.

An equality statement is clearly displayed and discriminating behaviour is challenged.

## **2.14 Publishing the Scheme**

Our Scheme will be published at:

- On our websites
- A hard copy will be available in school

:

## **2.15 Reviewing and Revising the Equality Scheme**

We will review progress against the Scheme every year and we will revise the Scheme in three years time or in line with new legislative developments arising from a Single Equality Act.

## **3. Impact Assessment Toolkit**

### **3.1 What is an Impact Assessment?**

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

### **3.2 When should Impact Assessments be conducted?**

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

### **3.3 Mapping policies and practices**

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to racial, disability and gender equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

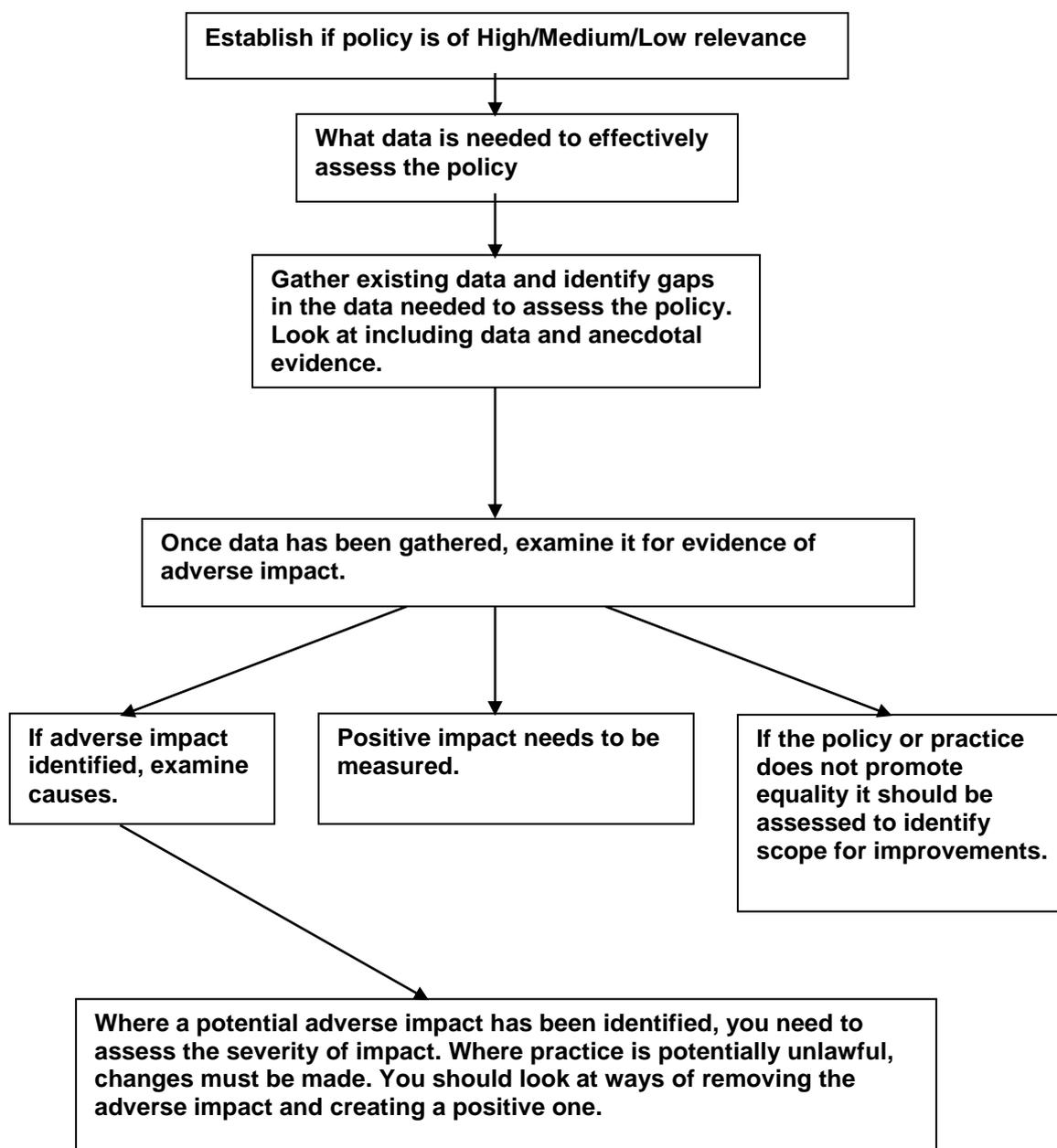
Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Pupils
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs
- Local Authority
- Curriculum leaders
- School senior leadership team
- governors

### **3.4 Assessing policies and practices**

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

### 3.5 Impact Assessment Flowchart



### 3.6 Publication of findings

Our Equality Impact Assessment statements will be published with our policies which will be available on our website and in school.

# Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>
	12/6/17

<b>Priority Level</b>	
High	
Medium	
Low	

<b>Lead Officer</b>
<b>Members of the assessment team</b>
<b>Others involved in the assessment (peer review/external challenge)</b>

<b>What are the aims of the policy or project?</b>
<b>Who is the intended customer/service user of this project or policy?</b>
<b>What are the desired outcomes from this project or policy?</b>
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>

<b>What are the racial, disability and gender equality implications of the policy or project?</b>	
<b>Does the policy or project have any significant positive impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Does the policy or project have any significant adverse impact for:</b> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Do you have any evidence?</b>	
<b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b>	

<b>Action to take</b>	
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b>	
<b>Please state how will you monitor the policy or project?</b>	

Signed (Person completing the form):	Date: 12/6/17
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## 4. Sources of Further Information and Advice

Information and advice can be obtained from the following:

### For general information and advice:

Bashir Khan

Email: [bkhan@learn365.onmicrosoft.com](mailto:bkhan@learn365.onmicrosoft.com)

**For the employee aspects of the Race Relations Act as Amended, the Disability Discrimination Act and the Equality Act, please contact your Human Resources Manager or consultant:**

	<b>Telephone</b>	<b>Mobile</b>	<b>Email</b>
<b>Sue Wood</b>	0114 2734577	07979 743833	<a href="mailto:sue.wood@sheffield.gov.uk">sue.wood@sheffield.gov.uk</a>
<b>Jo Perry</b>	0114 2734577	07768 235601	<a href="mailto:jo.perry@sheffield.gov.uk">jo.perry@sheffield.gov.uk</a>

### For information and advice on Special Educational Needs:

Children and Young People's Services  
Howden House  
Union Street  
Sheffield  
S1 2SH

**Telephone:** 0114 273 5642

### For information and advice on Specialist Schools:

Children and Young People's Services  
Howden House  
Union Street  
Sheffield  
S1 2SH

**Telephone:** 0114 273 5471

### For information and advice on Governors:

Andrew Bingham  
[Andrew.bingham@sheffield.gov.uk](mailto:Andrew.bingham@sheffield.gov.uk)

**Telephone:** 0114 250 6868

Teachernet at <http://www.teachernet.gov.uk> also has helpful information on equality and diversity.

## **Disability Equality in Education (DISEED)**

DISEED is a small non-governmental organisation that provides training, consultancy and resources to improve the position of disabled people in the education system and all public services.

**Telephone:** 020 7359 2855

**Fax:** 020 7354 3372

The DISEED website is located at <http://www.diseed.org.uk>

## **Commission for Equality and Human Rights**

From October 2007, The Commission for Equality and Human Rights has taken over from the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission and can provide information to employers and service providers.

### **England - disability**

Equality and Human Rights Commission Disability Helpline (England)

FREEPOST MID02164

Stratford upon Avon

CV37 9BR

**Telephone:** 08457 622 633

**Enquiry:** [englandhelpline2@equalityhumanrights.com](mailto:englandhelpline2@equalityhumanrights.com)

### **England - race, age, gender, sexual orientation and religion and belief**

Equality and Human Rights Commission Helpline England

Freepost RRLL-GHUX-CTRX

Arndale House

Arndale Centre

Manchester

M4 3EQ

**Telephone:** 0845 604 6610 - England main number

**Enquiry:** [englandhelpline@equalityhumanrights.com](mailto:englandhelpline@equalityhumanrights.com)

**Web:** [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

## Equality Action plan:

Relevant Duty	What the duty requires us to do.	What will Happen	Who will do it	How long will it take	Outcome
	<p><b>Note</b> The headings in this column relate to the requirements of the General Duty and Specific Duties on schools.</p>	<p><b>Note</b> You need to state the <u>specific action</u> that you will take. This will need to reflect the circumstances of your school.</p>	<p><b>Note</b> You will need to state the lead person for the action.</p>	<p><b>Note</b> You will need to state when in the 3 year lifetime of the Scheme that the action will be completed.</p>	<p><b>Note</b> You will need to <u>state the equality outcome</u> that undertaking this action will bring.</p>
<p><b>Race Disability Gender Cohesion</b></p>	<p>What steps you will take to support the development of equality of opportunity for:</p> <ul style="list-style-type: none"> <li>▪ All racial groups</li> <li>▪ Disabled persons</li> <li>▪ Women and men</li> <li>▪ Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<ul style="list-style-type: none"> <li>• Any recruitment panel to consider positive action statement</li> <li>• Recruitment to family learning of men specific course run</li> <li>• Recruitment, materials and soft touch by external services co-ordinator</li> </ul>	<p>Helen Stokes and</p>	<p>On going as appointments arise</p>	<p>Increase % of men BME and people with disabilities employed by school.</p> <p>Higher % of men attending family learning</p>

<b>Race Disability Gender Cohesion</b>	<p>What steps you will take to eliminate unlawful discrimination for:</p> <ul style="list-style-type: none"> <li>▪ All racial groups</li> <li>▪ Disabled persons</li> <li>▪ Women and men</li> <li>▪ Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<p>Ensure that medical needs are provided for in school and staff are appropriately trained</p>	<p>Helen Stokes</p>	<p>As necessary when reviewing medicines in schools policy</p>	<p>Any child/member of staff with medical needs will be able to attend school /work and have their needs provided for.</p>
<b>Race Disability Gender Cohesion</b>	<p>What steps you will take to eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.</p>	<ul style="list-style-type: none"> <li>• Code of conduct reviewed and shared annually via staff newsletter</li> <li>• Code of conduct for parents/visitors displayed in entrance hall</li> </ul>	<p>Helen Stokes</p>	<p>Annually in Autumn term</p>	<p>All staff will treat each other with respect and will challenge non-compliance of this. Incidents will be reported to the head teacher. Behaviour policy in place</p>
<b>Gender</b>	<p>What steps you will take to prioritise and implement gender equality objectives.</p>	<ul style="list-style-type: none"> <li>• Identify and analyse under attainment by gender. Put actions in place to address these.</li> </ul>	<p>Helen Stokes</p>	<p>Annually in autumn term</p>	<p>Differences in the attainment of boys/girls will be no greater than that shown in national results</p>

<b>Disability Cohesion</b>	What steps you will take to develop positive attitudes to disability (pupils, staff and the wider school community).	<ul style="list-style-type: none"> <li>Assemblies focusing on disabilities</li> <li>Pictures/books/resources to display disabled people</li> <li>Fund raising – charity day linked to school community</li> </ul>	Helen Stokes	Annually November  ongoing	All stakeholders will demonstrate a positive attitude towards disabilities.
<b>Race Cohesion</b>	<ul style="list-style-type: none"> <li>How will you support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase and display of resources to promote BME groups – promote this with staff responsibility for budgets in staff newsletter</li> <li>Library books</li> <li>Multi agency working e.g. MAST, Police,</li> </ul>	Helen Stokes	On going	MBE groups positively displayed in school
<b>Disabled Cohesion</b>	What steps you will take to encourage participation by disabled people in the whole school community.	<ul style="list-style-type: none"> <li>Charity days linked to disabilities of children, families in school/community</li> </ul>	Helen Stokes	Autumn term alternate years	Positive role for people with disabilities and involvement in whole school activity

<b>Race Disability Gender Cohesion</b>	What steps will you take to monitor your policies and practice, for example: <ul style="list-style-type: none"> <li>▪ School workforce profile by ethnicity, disability and gender</li> <li>▪ Pupil Attainment by race disability and gender</li> <li>▪ Racial incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Check list for monitoring and reviewing policies in place</li> <li>• All incidents of racial nature recorded and reviewed with follow up in place: Incident reports sent to Health and Safety team</li> </ul>	Helen Stokes Suzanne Marriott  Helen Stokes	Annually in Autumn term  Ongoing	All policies reviewed and monitored in relation to race and disability codes Any racial incidents identified are appropriately dealt with and followed up on
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<b>Disability Cohesion</b>	<p>What other steps and actions will you take to take disability into account, for example:</p> <ul style="list-style-type: none"> <li>• Providing educational Opportunities</li> <li>• Raising attainment</li> <li>• Reducing exclusion</li> <li>• Participation in school trips</li> <li>• Participation in all the school activities and services</li> <li>• Pupils in position of Responsibility</li> <li>• Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Where a school trip takes place all children are able to participate through reasonable adjustments being made</li> <li>• Consideration of these children is part of all trip planning</li> <li>• Consider the school environment and make appropriate adjustments</li> </ul>	<p>Helen Stokes to have key responsibility – trip leaders to ensure trips accessible to all</p> <p>Danielle Wilson Educational Visits Coordinator/ Health and Safety Co-ordinator</p>	<p>On going</p>	<p>Full inclusion of all children on trips</p> <p>Full inclusion in in curriculum activities</p>
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<b>Race Disability Gender</b>	<p>What steps will you take to assess the impact of your policies on:</p> <ul style="list-style-type: none"> <li>▪ All racial groups</li> <li>▪ Disabled persons</li> <li>▪ Women and men</li> <li>▪ Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<ul style="list-style-type: none"> <li>• Completion of equality impact</li> </ul>	Helen Stokes	As policies are reviewed	Data analysis Monitoring reports Policy reviews
<b>Race Disability Gender</b>	<p>What steps you will take to gather and use information on:</p> <ul style="list-style-type: none"> <li>▪ All racial groups</li> <li>▪ Disabled persons</li> <li>▪ Women and men</li> <li>▪ Girls and boys</li> </ul> <p>Whether as pupils, staff or a part of the wider school community.</p>	<ul style="list-style-type: none"> <li>• School data tracking to add column for disabilities</li> </ul>	Helen Stokes	Annually	Data analysis takes place for children with disabilities

<b>Race Disability Gender</b>	How will you consult your stakeholders.	<ul style="list-style-type: none"> <li>• To consult with children through schools council re boys/girls gender</li> <li>• Through Communication consultation</li> <li>• Through ECM consultation annually</li> <li>• Use newsletters for consultation</li> </ul>	Helen Stokes	On-going	Opportunities in place for everyone to be involved
<b>Race Disability Gender</b>	What steps will you take to train and develop your staff on racial, disability and gender equality.	<ul style="list-style-type: none"> <li>• CPD opportunities provided for staff responsible for children with disabilities</li> </ul>	Michelle Appleby	Autumn term Annually	Staff confident in teaching and provision for children with disabilities
<b>Race Disability Gender</b>	How you will provide an Annual Report of progress on racial, disability and gender equality and carry out your 3 yearly review.	<ul style="list-style-type: none"> <li>• Termly monitoring to govs</li> <li>• 3 yearly review</li> </ul>	Helen Stokes Michelle Appleby	On-going	Policy in place