



EQUALITIES POLICY

Date Reviewed:

Period:

Acting Head of Centre Signature:

Lynsay Falkingham

Community Manager:

Joss King

Chair of Governors Signature:

Kathy East

Review Date:

NOTE: Information within italics within this model document is information for governing bodies, or for governing bodies to determine their position in relation to the statement made. Where there is discretion this is indicated by the wording 'should' or 'may'.

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

You may want to insert a brief summary information about the demographics for your area if known and/or some key facts and figures about your school within the main body of your policy statement. Hampshire does provide a facts and figures website which may provide you with useful information.

<http://www3.hants.gov.uk/planning/factsandfigures.htm>

Alternatively, you may want to simply refer to the fact that you collect equality information and this can be referenced in your appendices.

You may want to include some or all of the following

- *Staff and pupils profile in relation to particular characteristics*
- *Any religious or linguistic diversity of staff or pupils in the context of the community you serve*
- *Any characteristics particularly significant for your school or community, such as refugees, migrant workers, socio-economic status or forces communities*
- *Key equality and diversity issues that you face as a school*

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

You may wish to add in additional detail based on particular factors in your local area, e.g.:

- *Whether or not they have a connection with the forces community*
- *Whether or not they have refugee / asylum status*
- *Whether or not English is their first language*

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with

- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
(NOTE: *Secondary schools should also include pupils within this section as this protected characteristic applies to pupils as well*)

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: * INSERT

Date for policy review: * INSERT

* NOTES:

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information,.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Equalities Information

Appendix A

NOTE: Governors may also wish to refer to the Governors workbook to support them to consider what information should be published.

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Pupil-related data

This section should not be overly burdensome and the school should be able to access a large amount of data from RAISE online, already broken down by a number of protected characteristics (The DfE advise in their guidance that the SEN characteristic can be used as a rough proxy for disability but care needs to be taken with this approach). You may also want to include comparative analysis with national and local data. Depending on the circumstances of your school, you may also want to publish relevant additional data (e.g. in relation to forces children, free school meals, pupils for whom English is an additional language etc).

Quantitative data you may wish to consider in this area includes:

- *attainment levels*
- *pupil progress*
- *attendance levels*
- *exclusions, sanctions and rewards*
- *rates of bullying/harassment/behaviour related incidents*
- *take up rates of extra curricular activities/after school clubs etc*
- *participation in the student council*
- *choice of option subjects*
- *results of parental satisfaction surveys and complaints monitoring*

The published information should also include a summary of the analysis of the information. A simple table could be used to display this data, e.g.:

Information	Evidence and commentary
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Attainment in English – by gender 2010-11	GCSE Grades: A* Boys 2% Girls 10% C Boys 20% Girls 40% A Boys 15% Girls 20% D Boys 12% Girls 2% B Boys 30% Girls 20% E Boys 8% Girls 3%
Attainment in Maths – by race 2010-11	72% of white pupils have achieved L4+ in Maths 48% of BME pupils have achieved L4+ in Maths
Attendance by gender 2010-11	98% of girls have over 99% attendance 85% of boys have over 99% attendance
Participation in the student council by race 2010-11	5% of the student council is BME 95% of the student council is White British This is broadly reflective of the school community
Participation in After School Clubs as at April 2012	99% of pupils attending after school club are not disabled and 1% of pupils attending are disabled. This is broadly reflective of the school community.
Headteacher awards by gender 2010-11	Percentage of pupils receiving Bronze Awards: 85% Girls 75% Boys Percentage of pupils receiving Silver Awards: 70% Girls 50% Boys Percentage of pupils receiving Gold Awards 65% Girls 20% Boys

NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Staff data

This section should not be overly burdensome and the school should be able to access a large amount of data from their payroll provider. Where schools use SAP, they can link to the following guidance to extract information currently held within the system . Where schools have gaps in their data, they are encouraged to undertake updating exercises using the monitoring form provided within the Manual of Personnel Practice (or following discussion with their HR provider if they do not use Education Personnel Services or have not adopted the Manual of Personnel Practice).

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Quantitative data you may wish to consider in this area includes:

- *race, disability, gender, age distribution of the workforce (this will be available from SAP where schools use HCC payroll)*
- *rates of return to work of staff on maternity leave*
- *gender pay gap information*
- *data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)*
- *data on access to training by protected characteristic*
- *grievances and/ or disciplinary matters by protected characteristic*
- *leavers by protected characteristic*
- *results of staff satisfaction surveys*

The published information should also include a summary of the analysis of the information. A simple table could be used to display this data, e.g.:

Information	Evidence and commentary
Gender of workforce as at April 2012	95% of our workforce are female and 5% are male We have less men within our employment than the average of the total school workforce
Race distribution of workforce as at April 2012	5% of our workforce are Black & Minority Ethnic and 95% are white British. This is reflective of our local community.
Applications by gender 2010-11	90% of our applicants are female and 10% male
Shortlisted candidates by age 2010-11	10% of our shortlisted candidates are aged under 24 15% aged 25-34 50% aged 35-44 20% aged 45-54 5% aged over 55
Attendance at external training by gender in 2010-11	Of 22 staff who have attended external training in this last year, 17 were female (77%) and 5 male (23%). We need to review why a higher percentage of men are attending training, against the representation in the workforce.
Leavers by gender in 2010-11	8 staff left the school in the last year, all of them were female. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

NOTE: Care must be taken not to enable the identification of individual staff within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Other information

Schools may decide to gather information on other people who use their services, such as parents, adult learners, hirers or school premises, governors etc. A simple table could be used to present this information:

Information	Evidence and commentary
Attendance at parents evenings 2010-11	45% of parents with known disabilities attend parents evening compared to 80% of non-disabled parents. We need to explore why we have proportionally less parents attending parents evening.
Governor representation as at April 2012	60% Male, 40% Female 4% BME, 96% British White We have proportionately more men than women on the governing body in comparison with the staff group, but ethnic representation is representative of our community.
Volunteers as at April 2012	95% Female, 5% Male 16% BME, 84% British White We have a broader range of ethnic representation than in our staff group, and gender representation broadly compares with staff representation
Adult Learners by age in 2010-11	Ages: 16-24 6% 25-34 25% 35-44 30% 45-54 23% Over 55 16%

Qualitative information

Qualitative information that you may wish to consider publishing on your website includes:

- *school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)*
- *minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)*
- *notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken*
- *notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/ bullying policies raised)*
- *a note about how the school monitors equality issues in everyday school life*
- *detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)*
- *twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds*
- *information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *details about assemblies which deal with relevant equality related issues*
- *views of the student council*

A simple statement could be used within this policy to reference readers to the information on the schools internet pages and the school then simply needs to review and add information throughout the year e.g.:

“The school has published various policies on the school’s internet site (insert link). These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site (insert link). This information includes notes of relevant governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities.”

NOTE: The school is encouraged to ensure that the internet page contains the date of the last update on the page to evidence currency of the page.

Date of publication of this appendix: *INSERT DATE*

Date for review and re-publication: *INSERT DATE*

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

Objective 2:

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication: *INSERT

Date for review and re-publication: *INSERT

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Introduction

We welcome our duties under the Equality Act 2010 both as a provider of education and as an employer. We believe that children, members of staff and the families we serve should have the opportunity to fulfil their potential whatever their background, identity and circumstances. This is achieved through participation as a member of a community that recognises and celebrates difference and promotes a culture of mutual respect and co-operation.

This document sets down the principles underpinning our approach to promoting, maintaining and developing a culture within our school community responsive to the diversity and uniqueness of each individual within that community.

We believe that an inclusive approach informs the principles and practice set down in this document enabling us to fulfil our legal obligations under the Equality Act 2010.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims and Values

Lanterns Nursery School and Children's Centre sets out to provide a welcoming community in which each individual is valued, and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to learn and develop regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors, and members of the wider community. To fulfil our legal obligation we are guided by a number of principles:

We see all pupils, families, staff, and governors as of equal value whilst recognising and respecting difference –

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have just given birth
- Whatever their age

We aim to promote equality and tackle any form of discrimination looking to promote harmonious relations in all areas of our work. We seek to remove any barriers to access, participation, progression, attainment and achievement. We foster positive attitudes and relationships and a sense of community cohesion by:

- providing a secure and enabling environment in which all our children can flourish and develop the characteristics of effective early learning and development
- providing an inclusive learning environment where all individuals see themselves reflected and feel a sense of belonging
- preparing children for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- including and valuing the contribution of *all* families and members of the wider community to our understanding of equality and diversity
- providing positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- planning systematically to improve our understanding and promotion of diversity
- actively challenging discrimination, disadvantage and any behaviour that can be seen as bullying

- making inclusion a cohesive thread which operates holistically across all our activities.

To achieve these aims we will

- involve the families attending, the staff, governors, the Partnership Board and stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies and impact assessments with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others
- agree, implement and monitor a Disability, Equality & Diversity Action Plan which reflects the ethos and aims set down in this Equalities policy.

Roles and Responsibilities

The **Governing Body** is responsible for ensuring that the Centre complies with legislation under the Equality Act 2010, that the policy and its related procedures and action plans are implemented ; and that arrangements are in place to deal with any concerns or unlawful action that may arise.

The **Head of Centre** is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to promote an inclusive and collaborative ethos in their practice and deal with any prejudice-related incidents that may occur.