This toolkit provides guidance and examples to assist schools in meeting their Public Sector Equality Duty.

It includes:

1) An example Equality Policy

2) Briefing Documents:
   - Governing Bodies and school staff
   - Parents and Carers
   - School Councils and pupils

3) An example of equality data, analysis and objective setting

Equality Policy
An example equality and diversity statement has been developed outlining how a school intends to meet the general and specific duties in the Equality Act 2010 in relation to its service provision and its employment of staff.

Briefing Documents
The briefing documents have been developed to ensure that the whole school community are aware of the Equality Act 2010 and the duties it places on schools to have due regard to:

- Eliminate discrimination
- Advance Equality of opportunity
- Foster good relations

Schools can reproduce the briefings and disseminate them as appropriate.

Example Equality Data, Analysis and Objective Setting
The third part of the toolkit is an example of how a school could collect equalities information, analyse that information and then set SMART objectives.
EQUALITY STATEMENT

Legal Duties
As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any child)**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

[SCHOOLS SHOULD INSERT THEIR OWN SCHOOL ETHOS/ MISSION STATEMENT HERE]

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. **If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.**

Responsibility

We believe that promoting Equality is the whole schools responsibility:

<table>
<thead>
<tr>
<th>School Community</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Body</td>
<td>Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.</td>
</tr>
<tr>
<td>Head teacher /Principal</td>
<td>As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</td>
</tr>
<tr>
<td>Senior Management Team</td>
<td>To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.</td>
</tr>
<tr>
<td>School Community</td>
<td>Responsibility</td>
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<tr>
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</tbody>
</table>
| Non Teaching Staff            | Support the school and the governing body in delivering a fair and equitable service to all stakeholders  
Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated  
Support colleagues within the school community  
Ensure that you are aware of your responsibility to record and report prejudice related incidents |
| Parents                       | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these  
Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils                        | Supporting the school to achieve the commitment made to tackling inequality.  
Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members       | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these  
Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. |

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on** [please insert how you intend to do so some e.g: schools website, part of a special newsletter, through other mediums as identified by the Governing Body]

**Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body [Insert date here]

Date to be reviewed by the Governing Body [Insert date here]
Equality Act 2010 Briefing – For School Governing Bodies & Employees

What is the Equality Act 2010?
The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others.

Why change?
Having one law on Equality helps people to better understand theirs and other people’s rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving ‘due regard’ to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

Specifically to:
- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Protected Characteristics?
The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as ‘protected characteristics’. The following is a list of the protected characteristics that must be covered by schools:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (referred to previously as gender)
- Sexual Orientation

The protected characteristic of ‘Age’ applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.
What does this mean for school governing bodies?
The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The Act makes it unlawful to discriminate against an individual accessing education provision. A school must not discriminate against a pupil with regards to:
- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?
Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:
- publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (as detailed earlier on page 1 above)
- prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims

School governing bodies should work closely with the whole school community to:
- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable ‘equality objectives’ to focus on over the next 3 years;
- Develop a ‘Single Equality’ Policy, detailing all protected characteristics, and making clear the school’s responsibilities under the Act, its commitment and what it will do to achieve ‘equality of opportunity’ for the whole school community.
**DIRECT DISCRIMINATION**

Direct Discrimination occurs when a person treats another person differently than they treat or would treat another person because of a ‘protected characteristic’.

Discrimination arising from disability can happen if a person is treated unfairly because of something that results from, or is connected with their disability.

**Example:** A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre which is showing a play that she is currently studying in English. This is because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a nearby city which is accessible but the school does not look into this option. This is likely to be discrimination arising from a disability.

Unlike all other protected characteristics, treating a disabled person more favourably than a non-disabled person, because of their disability, is allowed under the act.

**Example:** A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

**FURTHER EXAMPLES OF DIRECT DISCRIMINATION**

**Example 1:** A teacher at a school lets children know that there will be football trials for the school football team. The teacher states that the trials will only be open to male pupils. A female pupil wishes to take part in the trials but is told that she cannot. This is the only football team in the school.

The teachers’ actions mean that the female pupil has been treated less favourably because of the protected characteristic ‘sex’, and as a result this is unlawful direct discrimination.

**Example 2:** A pupil is unsuccessful in gaining a place at a Catholic primary school because his parents are a gay couple. This is direct ‘sexual orientation’ discrimination by association because of the boy’s association with his parents.

**INDIRECT DISCRIMINATION**

Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts pupils sharing a protected characteristic at a particular disadvantage.

**Example of Indirect Discrimination:** A school instigates a policy that no jewellery should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. This could be unlawful indirect discrimination on the grounds of religion and belief.


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1 All Examples are taken and in some cases have been amended, from the Draft Code of Practice: Schools in England & Wales Consultation January 2011
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Having one law on Equality helps people to better understand theirs and other people’s rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

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Further Examples of Direct discrimination
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**Protected Characteristics?**
The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as ‘protected characteristics’. The following is a list of the protected characteristics covered by schools:
- Disability
- Gender Reassignment
- Pregnancy and maternity
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- Religion or belief
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- Sexual Orientation

**What does this mean for schools?**
The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

A school must not discriminate against a pupil with regard to:
- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

**What do schools have to do?**
All schools, across all ‘protected characteristics’, have to give due regard to the need to:
- Eliminate Unlawful Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

Schools will have to demonstrate that they are doing this across all areas. This should include working with parents, carers, pupils and staff to understand issues/barriers in school, and how to resolve them.

**How can parents and carers raise issues or concerns?**
If a parent or carer feels that their child is being treated unfairly then they must follow the schools complaints process in the first instance.

Equality & Human Rights Commission: [www.equalityhumanrights.com](http://www.equalityhumanrights.com) or Department of Education: [www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity](http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity)
What is the Equality Act 2010?
The Equality Act 2010 is a new law which protects people from discrimination. We used to have many different laws on equality, which often confused people, but we now have one. Having one law on equality helps people to better understand theirs and other people’s rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty
All public sector organisations have a duty under the equality act called ‘the public sector duty’.

Public Sector Organisations: These are organisations which provide a service to the public and include: local councils, schools and colleges, police, fire and rescue, hospitals and many more.

The public sector duty will require all schools to show how they are meeting the aims of the Equality Act which are to:

- Eliminate Unlawful Discrimination (stop people being treated unfairly)
- Advance Equality of Opportunity (help to make society a fairer place for everyone)
- Foster Good Relations (learn about, share and celebrate other people’s differences)

All schools will be expected to show how they engage with different groups of people, in particular people from the following groups who are known in law as those with ‘protected characteristics’:

- Disability (A person who has a physical or mental impairment which affects their ability to carry out normal day-to-day activities.)
- Gender Reassignment (The process of changing from one gender to another)
- Pregnancy and maternity (Being pregnant or expecting a baby; maternity refers to the period after the birth)
- Race (a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins)
- Religion or belief (Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism))
- Sex (male or female)
- Sexual Orientation (Whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes)

Protected Characteristics: People from the groups listed above are known to experience discrimination more often than other people in society. We now use the words ‘protected characteristics’ to make it clear that people from these groups are protected in law from being treated unfairly.
EQUALITY TOOLKIT FOR SCHOOLS

QUESTIONS TO ASK YOUR SCHOOL:

Q1. DO YOU KNOW ABOUT THE EQUALITY ACT 2010, AND THE PUBLIC SECTOR DUTY?

YES? Move onto question 2 below

NO? Ask the governing body or head teacher to:

- visit the home office website for further information;
  http://homeoffice.gov.uk/equalities/equality-act/
- find further information on [Insert LA website here]
- contact the Equality Officer for Children’s Services: [insert details here]

Suggest that when they have completed one of the above that they meet with you again to go through the rest of the questions.

Now move onto question 3 as they will not be able to answer question 2.

Q2. DO ALL SCHOOL STAFF COMMUNITY (TEACHING AND NON TEACHING, PUPILS ETC…) UNDERSTAND THEIR RESPONSIBILITIES UNDER THE EQUALITY ACT?

YES? Great, now ask how the school have done this?

NO? Ask the governing body or head teacher to:

- Make visit the home office website or department for education for further information;
  http://homeoffice.gov.uk/equalities/equality-act/ & dfe
- (equality pages) look at page 3 & 4 of the Equality Toolkit for details on responsibilities of different members of the school community
- contact the Equality Officer for Children’s Services: [insert contact details here]

Now move onto question 3.
Q3. DOES THE SCHOOL HAVE AN EQUALITY POLICY?

**YES? Great news! Ask the following questions:**

* Does the policy mention all of the protected characteristics? *(disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation)*
* Does the policy refer to everyone? *(e.g. pupils, parents/carers, staff, the local community)*
* Does it talk about the schools duties and the schools commitment to equality?

If the answer is yes to all of the above then move on to question 4.

If the answer is no then let ask the school governing body or head teacher to look refer them to the template Equality Policy in the Equality Toolkit. Now move onto question 4 on the following page.

**No? Then ask the following question:**

* Do the school have policies for Race, Disability or Gender?

If yes let the school know that separate policies for Race, Disability and Gender are no longer needed but a ‘single’ equality policy or statement would be a good idea to have. They can talk to the Equality Officer for Children’s on [contact details] further about this and for a template ‘single’ equality policy document. **Now move onto question 4.**
Q4. HAVE THE SCHOOL IDENTIFIED ANY EQUALITY OBJECTIVES AND DO THEY HAVE AN ACTION PLAN?

YES? Brilliant! Ask the following questions:

* Have pupils, parents/carers and staff been involved?
* Are the actions clear and have timescales been set?
* How have you/ or will you make pupils, parents/carers, staff and the wider community aware of the equality objectives, and action plan?
* How often will the action plan be reviewed to see if it is making a difference?

If the answer is no to any of the above then they should contact the Equality Officer for Children’s Services for a further discussion.

If they answer yes to all of the above then your school is meeting their Equality Duty.

Continue to help the governing body by being involved, letting them know if you feel there are good changes happening, and telling them about things that need to change so that all of the school community are treated fairly and with respect. Also don’t forget to share information on the Equality Act and the checklist with your peers.

No? then they should contact the Equality Officer for Children’s Services as schools are expected to have chosen ‘equality objectives’ and to show what action will be taken.

If no, and they have an equality policy they should still contact the Equality Officer for Children’s for the same reasons above.
Example of School Equalities Information and SMART Objectives

WELCOME TO ANYWHERE SCHOOL

Anywhere school have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? 500 Pupils in total
- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

<table>
<thead>
<tr>
<th>Ethnic Categories</th>
<th>White British</th>
<th>White &amp; Black Caribbean</th>
<th>Indian</th>
<th>Any Other Black Background</th>
<th>Irish</th>
<th>White &amp; Asian</th>
<th>Pakistani</th>
<th>Refugee</th>
<th>Any Other Mixed Background</th>
<th>White &amp; Black African</th>
<th>Bangladeshi</th>
<th>Asylum Seeker</th>
<th>Any Other Ethnic Group</th>
<th>Any Other Ethnic Group</th>
<th>Gypsy/Roma</th>
<th>Chinese</th>
<th>Black Caribbean</th>
<th>Information Refused</th>
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</thead>
<tbody>
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<td>5</td>
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<td>Gypsy/Roma</td>
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</tbody>
</table>
### Equality Toolkit for Schools

<table>
<thead>
<tr>
<th>Race/Background</th>
<th>Actual No.</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White European</td>
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<tr>
<td>Any other Chinese background</td>
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### Disability Categories

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<tr>
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<td>Needs Medication</td>
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<tr>
<td>Other Disability / Health Problem</td>
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<td>No disability</td>
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<td>Problems with Incontinence</td>
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<tr>
<td>Problems with Communication</td>
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<td>Problems with Hand Function</td>
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<td>Problems with Hearing</td>
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<tr>
<td>Problems with Personal Care</td>
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<td>Problems with Vision</td>
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<td>Problems with Eating and Drinking</td>
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<tr>
<td>Problems with ASD / Aspergers</td>
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</table>

### Special Educational Needs (SEN)

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<th>Percentage (%)</th>
<th>Actual No.</th>
</tr>
</thead>
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### Gender

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<thead>
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<th>Gender</th>
<th>Actual No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>260</td>
</tr>
<tr>
<td>Boys</td>
<td>240</td>
</tr>
</tbody>
</table>

### Religion & Belief

<table>
<thead>
<tr>
<th>Religion &amp; Belief</th>
<th>Actual No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglican</td>
<td>0</td>
</tr>
<tr>
<td>Church of England</td>
<td>17</td>
</tr>
<tr>
<td>Sikh</td>
<td>10</td>
</tr>
<tr>
<td>Baptist</td>
<td>0</td>
</tr>
<tr>
<td>Hindu</td>
<td>20</td>
</tr>
<tr>
<td>No Religion</td>
<td>10</td>
</tr>
</tbody>
</table>

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Buddhist 2  Jewish 1  Other Religion 0
Catholic 85  Methodist 0  Unknown 50
Christian 300  Muslim 5

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

**Hints & Tips**

It would be good at this point to match the schools data to the local community demographic data. This will provide information as to whether the pupils on roll are reflective of the local community the school serve.
Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions (example below)
- Attainment (example below)
- Attendance (example below)
- Engagement in school activities
- Exclusions (example below)
- Prejudice related incidents (example below)
- Rewards and sanctions
- Representation on school bodies e.g school councils,

Admissions

Having viewed recent information about the local community it appears that the school is less diverse than that of its local community. The local demographics detail a larger proportion of the Indian and White European children living in the area but this is not reflective of the pupils in the school.

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions which appertain to admission to faith schools. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority.

Hints & Tips

There are various ways to obtain information and data on the local demographic, often this data will be available at a ward level through your local authority or the Office of National Statistics (ONS) national census.
Equality Objective: Develop a process to better engage with all communities in our local area.

Why: From our wider analysis of our school profile against the demographics of the local area we know that our intake of Indian and White European pupils are not representative. We want to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision.

How: Early in the autumn term we will hold an informal consultation evening and invite existing and potential parents from the local community. We will ensure that we contact local community groups to ensure maximum attendance.

Outcome: We intend to gain a useful insight into the needs of the whole community and find out why they might choose to take their children to another school not in their immediate area. Once we have analysed the qualitative data from these events we will use them to inform our overall strategy for promoting admissions from the under-represented groups identified. We will circulate detail of the consultation findings later in the Autumn Term.

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow the gap.
Why: Our schools local statistics bear out the findings of national statistics (2009/10) where girls outperform boys at Key stage 2 in English. In our school there is a significantly larger gap with 80% (national average 85.0%) of girls achieving the expected levels, in comparison to 65% (national average 75.8%) of boys achieving the expected level. The lower than national average for boys is the same as the year prior.

How: Evaluate the impact of current methods introduced in the previous academic year; Consult with the school community; particularly make sure that parents/carers are involved Explore best practice in schools locally and nationally who may have encountered similar issues.

Outcome: We intend to use the information gathered to develop a new project/initiative to develop skills in reading and writing. Although this will particularly focus on boys development for this academic year, in order to begin to narrow this gap, our intention is extend this to all pupils. We will circulate the findings and details of the exact project/initiative we will be using by the start of the Spring term.
Equality Objective: To explore and understand the reasons for the absence and what support can be given to individual pupils with disabilities to begin to improve attendance rates.

Why: The schools attendance figures show that Disabled Pupils on roll have disproportionately higher absentee levels than that of their peers. We also note that we have a very high proportion of parents who have not indicated whether or not their child has a disability.

How: Consult with the school community that this impacts upon? Particularly make sure that parents/carers are involved and also specialist services i.e. Integrated Disability Service (IDS). Identify best practice from other LAs with similar issues. We will send out a special newsletter giving details of why it important to report disabilities and how the information can help us in providing an improved service.

Outcome: To reduce the numbers of parents not recording disabilities to zero by the start of the next academic year; Increase attendance of children with disabilities to that of a similar level to those without a disability. We will of course continue to apply a reasonable adjustment taking into account the needs of some children with disabilities to attend medical appointments.

Exclusions

Equality Objective: To reduce the high numbers of pupils with SEN excluded by the school.
EQUALITY TOOLKIT FOR SCHOOLS

Why: We have identified that although we only have 42 pupils on role with SEN that last year we excluded 25 pupils both on fixed and permanent exclusions. This is disproportionately high when compared to other exclusions.

How: Consult with the school community this impacts upon particularly making sure the school involves parents/carers of pupils with SEN. Ensure we school involve specialist services in the consultation including the school SENCO. We will also meet with Educational Psychologists to determine other ways of handling the behaviour that some pupils can present which may result in exclusion.

Outcome: To reduce the number of exclusions in general but in particular for children with SEN. We will inform the whole school community on the outcomes of our findings and we will update our Behavioural Policy to reflect any changes. The outcomes will be published as soon as we have the available information but by the latest the end of this academic year.

Although the data collection did not identify significant issues in relation to Race we have decided to include this group in our work on exclusions as we recognise that we have had some exclusions where we were challenged on the grounds of race discrimination.

Prejudice Related Incidents

Equality Objective: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and lessen the chances of the word ‘Gay’ being used negatively.
Why:

(Primary) We held a diversity workshop with our pupils and noted that many of them were not really aware of what the word ‘gay’ meant and how this related to same sex couples. In general they had little or no knowledge of people with this protected characteristic.

(Secondary) We discussed with our school council the information collected on prejudice related incidents. Through this they identified a high level of incidents of prejudice related bullying around sexual orientation, the school council shared that the word ‘Gay’ was used negatively by pupils who used it to describe situations and items of clothing as well as to suggest an individual might be Gay.

How:

(Primary) Introduce a series of books which show different family make ups. This will include same sex couples. The books will be introduced into our normal range of books and will be looked at as part of circle time and other shared reading opportunities. We will also place some in our library. The books are very sensitive and do not mention the terms gay or lesbian but instead gently introduces the concepts that all families are different.

(Secondary) Consult with the school community that this impacts upon in a sensitive and confidential manner? Arrange a school assemble to raise awareness. This will be a peer led session. Create an event to coincide with LGBT History Month which provides an opportunity for the school to introduce and celebrate LGBT History in the school annually. We will additionally access resources from Stonewall or the local LGBT centres about approaches to embedding LGBT within the curriculum.

Outcome: To raise awareness of this protected characteristics and to reduce the number of prejudice related incidents.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:
EQUALITY TOOLKIT FOR SCHOOLS

- In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.

- We will introduce some intergenerational work to help to foster good relations between our older and younger generations. During the summer term after our intensive period of SATS, we will hold a ‘Silver Surfing Day’. This will involve making contact with our local Elderly Care Facility and inviting them into school. Our pupils will then work with them on the computer. This will provide both groups the opportunity to meet and get to know each other whilst learning useful skills.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for Anywhere school are contained within the school improvement plan and are monitored by the governing body quarterly.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve
EQUALITY TOOLKIT FOR SCHOOLS

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.

Hints & Tips

It is worth noting that schools are not required to publish data about employees where a school has fewer than 150 employees. For a vast amount of schools this will mean only pupil-related data will need to be published. However, a school may wish decide to publish some employee-related statistics to assist them in demonstrating that they are complying with the general duty. Please be