

Equality Policy, Audit and Action Plan

Lansbury Bridge School



Policy Adopted	May 2024
Policy Reviewed by Headteacher and School Business Manager	July 2025
Chair of Governors J.Waszek	
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INTRODUCTION

[Lansbury Bridge School](#) is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, harassment, and victimisation; advance equality of opportunity; and foster good relations between different groups within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of school employment policies and practices, curriculum, or service delivery, will not be acceptable under any circumstances. In accordance with our [school values](#), we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and inclusion/cohesion.

LEGISLATION AND DUTIES

The following list identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspections Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Children and Families Act 2014 (Part 3)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Human Rights Act 1998

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

Education Act 2002 (Section 78)

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

Education And Inspections Act 2006 (Section 38 (1))

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- Promote the wellbeing of pupils at the school, and
- Promote community cohesion.

The Children and Families Act 2014 (Part 3)

Sets out how the School will support children and young people with Special Educational Needs (SEN), Social Care Needs and Health Needs. The School will

- Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and / or Special Educational Needs. • Contribute appropriately to a pupil's Education, Health and Care Plan.

Equality Policy

- Give due regard to the Special Educational Needs and Disability Regulations 2014, and Special Educational Needs and Disability Code of Practice: 0 to 25 years; which give statutory guidance on meeting Part 3 of the Children and Families Act 2014.
- Produce an annual School Special Educational Needs Information Report.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

The school will maintain a Relationship and Sex Education Policy to provide [pupils](#) with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. This covers relationships, sex, and health education to ensure that children and young people know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

Equality Act 2010

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

[Lansbury Bridge School](#) will take the following action as reasonable steps to demonstrate due regard to the Public Sector Equality Duty of the Equality Act 2010:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Ensure hate incidents and hate crime reporting is integrated within the School's Anti Bullying Policy
- Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion, British values, and a positive image of a diverse community.
- Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the School.

Equality Act 2010 (Schedule 10) requires schools to prepare and maintain an accessibility plan in order to

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

To meet Schedule 10 of the Equality Act 2010 [Lansbury Bridge School](#) will publish an Accessibility Plan and annual SEND Information Reports detailing relevant services available for children with disabilities and / or Special Educational Needs on the school's website. In addition, the School will consider the wider definition of disability; giving due regard to the "Social Model" of disability within its decisions and functions. This model recognises the barriers caused by the environment and people's attitudes to disability.

Equality Policy

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require schools to set measurable equality objectives and to publish information about their performance on equality annually, so that the public can hold them to account.

In order to meet the Specific Duty, [Lansbury Bridge School](#) will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions and update annually.
- Prepare and publish one or more measurable equality objectives to demonstrate how the public sector equality duty will be met, and review and re-publish these every 3 years.

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sex, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

RESPONSIBILITIES

Governors are responsible for:

- Ensuring that the School meets the duty of the Equality Act 2010.
- Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
- Requesting an annual report from the Head Teacher on progress against the school's equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

The Head Teacher is responsible for:

- Ensuring the school follows the SEN and Disability Code of Practice
- Ensuring the school produces an annual SEN Information Report
- Producing and maintaining the School's Disability Accessibility Plan • Producing and maintaining the School's Relationship and Sex Education Policy
- Producing, implementing, maintaining the school's Equality Policy
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out • Ensuring that hate incidents and hate crime reporting is integrated within the School's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
 - Curriculum Equality Assessment
- Completing of the equality, accessibility and cohesion audit and action plan
- Publishing the School's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
- Using information from the equality, accessibility, and cohesion audit to develop measurable equality objectives for the school.
- Publishing the school's measurable equality objectives on the school website • Reviewing and republish the school's measurable equality objectives every three years.
- Reviewing and revising the School's Equality Policy every three years

Equality Policy

- Reporting to Governors annually progress against the School's Equality Policy, Measurable Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
- Ensuring the School's Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it.
- Ensuring the School's Equality Policy is followed consistently by all staff and pupils.
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes.

All staff are responsible for:

- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school.
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language.
- Consistent application of all school policies

Staff with responsibility for areas of the curriculum are responsible for completing Curriculum Equality Assessment for each area, and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

[The Headteacher](#) is responsible overall for dealing with reports of hate-incidents

[The Headteacher](#) is responsible overall for Children with Special Educational Needs

Pupils, parents, visitors, and contractors are responsible for:

- Ensuring they follow the equality policy and procedures
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer, or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Equality Policy

Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

The failure to make a reasonable adjustment for a disabled person is also discrimination.

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race or sex. Although the harassment provisions do not explicitly apply to the protected characteristics of gender reassignment, sexual orientation, religion or belief; or pregnancy and maternity, in relation to schools, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

NB The school acknowledges that discrimination, harassment, and victimisation can occur because of unconscious bias and "unwitting prejudice"; widespread automatic and implicit associations that can affect the way even fair-minded policies are implemented. The school is committed to identifying where biases might be influencing practice, researching (and monitoring) which strategies might be effective in combating this, and training programmes to ensure that staff are equipped to fulfil their roles without undue influence of implicit bias.

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

We will not discriminate, harass, or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of sex, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

Equality Policy

- *Single sex schools may discriminate on grounds of sex with regard to admissions*
- *Schools with a religious character may give priority in admissions to applicants who are of their faith*
- *School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief*
- *Schools with a religious character may be allowed to discriminate regarding sexual orientation, in certain circumstances.*
- *With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably*

EMPLOYMENT

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of sex, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by age, disability, sex, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training, and promotion
- The race, disability, sex, and age breakdown and distribution of your workforce
- An indication of likely representation on sexual orientation and religion or belief, provided that no individuals can be identified as a result
- An indication of any issues for transsexual staff, based on your engagement with transsexual staff or voluntary groups

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council's Human Resources Section, in a format specified by the Council.

MONITORING AND ANALYSIS

We will monitor the following policies to ensure that we are meeting equality duties.

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment
- The progress of pupils identified as having special educational needs
- Complaints
- Hate Incidents
- Satisfaction Surveys
- Governor Profile

Equality Policy

Where appropriate we will use the equality monitoring categories for race, sex, religion and disability used by St Helens Borough Council's Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, sex, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

EQUALITY IMPACT ASSESSMENT (EIA)

The school's Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
- Improving health and wellbeing

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan

The local Authority will ensure all template policies in relation to education provision and employment have been informed by an equality impact assessment

CURRICULUM EQUALITY ASSESSMENT

The School's curriculum equality Assessment tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community, British Values, and examples that demonstrate "due regard" to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge sexist, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do.

REPORTING PROGRESS

School Governors will monitor the School's Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Measurable Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The Equality Policy and Action Plan will be reviewed at least once in the next three years.

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

Lansbury Bridge School

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how [Lansbury Bridge School](#) will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing
B = we haven't done much on this yet, but know what needs to be done and how to go about it
C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

Lansbury Bridge School

Last updated: 3rd July 2025

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up to date Equality Policy, Measurable Equality Objectives & Action Plan.	X			Published Equality Policy & Action Plan		CJ – checked July 2025
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Measurable Equality Objectives		X		Policy and Action Plan on website	Reviewing Measurable Equality Objectives	CA/CJ – to be continued
3. Governors receive an annual report on progress against the School's Equality Policy, Measurable Equality Objectives & Action Plan. This includes a staff diversity profile by age, sex, sexual orientation, disability, race, and religion, if required. (This is required only for schools with 150 or more employees)			X	N/A – less than 150 employees		
4. The Equality Policy and Measurable Equality Objectives are reviewed and re-published every 3 years.		X		Reviewed July 2025 and Measurable Equality Objectives set		CJ – July 2025
5. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning		X		Included within policies and SEND Report	Continuing process as Policies reviewed	Policy Leads/Governors
6. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body			X			

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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7. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, & contract commissioning) at the time that the decision is taken			X			
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
The context of your school						
8. Training on the Equality Legislation is given to all members of governing body.			X	Offered as INSET Day training September 2024. Learning Link through NGA purchased		
9. Training on the Equality Legislation is given to all school staff.	X			Mandatory online EDI training	To ensure that colleagues are giving us the data to support	Staff Training delivered by Simon Cousins September 2024
10. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.		X			Things that are unacceptable to staff	
11. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.		X			Review home school agreement	
12. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	X			Published in SEND information report on school website		
13. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	X			CPOMS		
14. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	X			CPOMS		

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR

15. The school maintains a Relationship and Sex Education Policy	X			Listed on website		
16. The School maintain an accessibility plan as required by Schedule 10 of the Equality Act 2010, in order to increase disabled pupils' <ul style="list-style-type: none"> • participation in the school's curriculum • access to the physical environment • access to information 	X			Accessibility Plan on website		
17. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	X			Accessibility Plan EHCPs		

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
18. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	X			Information is sent out in a number of formats as required for the needs of the individual		
19. The school has published its SEND Information Report detailing relevant services available for children with disabilities and / or Special Educational Needs	X			SEND Information Report published on website		
20. The school contributes appropriately to Pupil Education, Health and Care Plan	X			All EHCPs are reviewed at least annually		
21. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	X			Services information is published on Class Dojo when received from services Website FLOs		
22. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	X			Headteachers reports		
Monitoring and impact assessment						
23. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, sex, religion, sexual orientation (<i>not applicable for primary pupils</i>), and disability		X		Recorded on SIMS	People Management to provide workforce diversity profile data	
24. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	X				Each policy with be impacted assessed on review	
25. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	X			For each individual child		

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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26. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.			X		Data being collated	
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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
27. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP) (known locally as Personal Learning Goals PLGs)	X			Annual Reviews of EHCP PLGs reviewed dynamically and at least Termly Evidence for Learning Data		
28. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	X			Predominantly Local Authority services		
Sense of belonging						
29. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values and community cohesion	X			PSHE Lead, British Values Lead, JLT, Trauma informed practitioner etc Lettings and whole school celebration events		
30. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs				N/A	N/A	
31. The school works with parents of children with special educational needs as equal partners in their child's education.	X			All children have an EHCP		
Teaching learning and curriculum						
32. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics		X		Review Cycle	Curriculum Assessment Audit Tool to be used alongside policy review	

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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33. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. <i>Use information from the Curriculum Equality Assessment (Appendix 2) to help demonstrate compliance</i>	X			Conditions of EHCP met Highly specialised staff and resources		
34. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	X			PLGs		

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
35. The school implements appropriate group and individual intervention programmes to address learning difficulties.	X			Class sizes and 4 Pathways		
36. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	X			Transition meetings and visits for children in September starters. Plans in place for in-year starters		
37. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	X			N/A	N/A	
38. Governors are able to identify examples of reasonable adjustments made at the school	X			Reference to the Headteachers report		
39. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	X			Link Governors – Quality of Education		
40. The governing body knows how the school tracks relative underachievement by race, disability and sex, and how successful this has been.	X			N/A – individual children monitored against their PLGs		
41. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	X			Learning Mentor and structured return		

EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
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42. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	X			Tags on CPOMS		
43. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	X			CPOMS		
Equity and Extended Services						
44. The school's Self Evaluation Process contains judgements on the contribution parents and		X		Headteachers Reports Class Dojo	Send out questionnaire	
Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
other communities makes to pupils' learning and well being						
45. The governors know of the impact of: <ul style="list-style-type: none"> Partnership arrangements with other schools International links Use of shared facilities Opportunities for intercultural activities 	X			Reported to Governors		
46. The governors know how funds such as-Pupil Premium have benefited children.	X			Pupil Premium Governor Report published on the website		
47. Governors used the criteria in section 9 working in partnership of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	X			Used within Headteachers Appraisal as guided by the Schools Advisor		

Add further issues relevant to your community, strategies or activities here if they do not fit any of the headings above

Equality Impact Assessment Template for Schools

Appendix 1

Title of Policy:

Lead Staff Member:

Date Completed:

Date Review Required:

1. **Aims:** Please identify the main aims of the policy, decision or function?

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2. **Impact upon different people with different protected characteristics:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, sex, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (Age, marriage and civil partnership do not apply to school provisions.)

The following seven principles derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit

Policies and programmes should benefit society as a whole - both locally and nationally, by fostering greater cohesion, and greater participation in public life.

- f. Current inequalities and barriers should be addressed and reduced** In addition to mitigating, avoiding or minimising possible negative impacts, policies

and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation

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Equality Impact Assessment Template for Schools

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the Schools vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.

- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

3. Publishing the results of the assessment:

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

Equality Impact Assessment

'Issue' Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

'How will this be taken into account?' Column evidence of how each issue is taken into account.

'Action' Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues				
Age Yr2				
Disability, SEN and Carers	We are the ambassadors for SEND for our community	We complete Outreach, In-reach, WPV tours of schools. We attend local authority events. We provide Parent workshops to support managing specific issues. Links with health and social care	Continue to attend national conferences and research-based training to ensure we remain at the forefront of practice	On going.
Sex (Gender) Y2				
Human Rights Y3				
Gender Reassignment Y1	Unisex toilets considered but difficult to implement for pupils	Consider for staff, already exists for hygiene suites	Liaise with similar schools	On going
Race (Ethnicity) Y3				
Marriage and Civil Partnership Y3				
Pregnancy and maternity Y1	Female dominant staff grouping	Have considered shared parental leave and ensuring this is offered to both parents	In place and working successfully	Review cycle.

Religion or Belief Y1	Non-denomination community.	Staff groups and pupil absence linked to recognising religious observance in place	In place and working successfully	Review cycle.
Sexual Orientation Y1	Pupils aged 4 – 14, therefore some consideration at KS3	PSHE curriculum accommodates for physical development and cognitive development. Therefore careful consideration about when and how this is delivered	We continue to review our resources to ensure representation is evident within the images, resources and texts used in curriculum	Review cycle.
Community Cohesion Y2				
Health Promotion and Wellbeing Y2				

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Appendix 2

Curriculum Equality Assessment for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc) • Promote British values, community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

This is not an exhaustive list

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	Celebration events linked to disability, religion, cultural events.	Continue in line with local authority, regional events	Whole school PSHE lead RE lead
2. Respect different points of view, recognising and respecting different viewpoints.	Debating and democracy Events held at the Town Hall and internal school events vis our school council (Junior Leadership Team)	Continue in line with local authority events.	Trauma informed lead JLT lead

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3. Experience and celebrate cultural diversity	Celebration events linked to identity, religion, cultural events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead
4. Recognise commonalities shared by people from	Celebration events linked to identity, religion, cultural events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
diverse and different backgrounds			
5. Appreciate culture in St.Helens.	Celebration events linked to identity, religion, cultural events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead
6. Recognise and challenge abuses, discrimination and injustice.	Recognise events linked to identity, religion, cultural, human events and democracy events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	AET, TEACCH and Communication whole school strategies promoted within our SEND setting.	Continue links through Merseyside complex specialist provisions.	AET lead Communication lead
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	CPOMS records, however consider how this looks within a pre-verbal community.	Staff training continues PSHE curriculum continues	Whole school lead
3. The appropriate use of translation and interpretation.	EAL links and translation services	Continue to link with local authority and community links.	Pastoral team

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4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Celebration events linked to identity, religion, cultural events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns?	Part of the Merseyside Complex Specialist network. Part of the PASH network – linking to events within St Helens Primary schools. Twin town event – SEND involvement	Continue to promote these events.	Whole school Subject leads

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
(Chalon, France and Stuttgart, Germany)			
6. The challenging of sexist, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.	Recognise events linked to identity, religion, cultural, human events and democracy events.	Continue in line with local authority, regional and national events	Whole school PSHE lead RE lead
7. An awareness of the support needs for children that are carers	Signposting to specialist services and volunteer organisations within our community	Continue to link with key contributors to our community	Pastoral leads

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8. A positive image of Civil Partners – having the same rules, benefits, or requirements as married couples	Signposting to specialist services and volunteer organisations within our community	Continue to link with key contributors to our community	Whole school PSHE lead RE lead
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Signposting to specialist services and volunteer organisations within our community	Continue to link with key contributors to our community	Whole school PSHE lead Trauma informed lead
10. Positive images and a positive attitude towards disabled people	Signposting to specialist services and volunteer organisations within our community	Continue to link with key contributors to our community	Whole school PSHE lead