



Ash, Cartwright & Kelsey Church of England (AIDED) Primary School

Single Equality Scheme 2015 – 2018

Lead Member of Staff Headteacher

Lead Governor Neil Gault

Scheme agreed by Governors: March 2015

Scheme due for review: March 2018

We believe that our school is welcoming safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, respect and compassion as being at the heart of what we do.

This set of values is reflected in all our policies.

Contents of our Single Equality Scheme

1. Introduction and principles
 - 1a Statement of purpose
 - 1b Levelling up
 - 1c Relevant and proportionate
 - 1d Participation
- 1e Setting our priorities
 2. Responsibilities
3. The working party
4. Information gathering
 - 4a Types of information to be gathered
5. Impact assessment
6. Implementation
7. Publication and reporting
8. Review

Appendices

- App 1. Description of legal duties relating to each strand, and definitions
- App 2. Table of legislation and duties – general and specific
- App 3. Links to other policies, procedures & practices
- App 4. List of organisations and contact details
- App 5. Impact assessments
- App 6. Impact assessment forms

1. Introduction and Principles

1a Statement of Purpose

At Ash, Cartwright & Kelsey Church of England (Aided) Primary School we aim, in accordance with the School's Christian Foundation, to provide a school that is welcoming safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, respect and compassion as being at the heart of what we do. It is in this context that we seek to promote a sense of self worth in both children and staff within a happy, safe and secure environment. Every child is encouraged and challenged to fulfil their full potential and have respect and consideration for themselves, their peers and the world around them.

As a Church of England (Aided) Primary School we aim to provide a happy, safe, secure, welcoming environment for all our pupils and staff. The caring ethos of our school and our unified and coherent set of values based on the Christian faith enable us to recognise the dignity of each human being. We aim to develop, in each child, self-esteem, a sense of responsibility, an understanding of the needs of others and a respect for their way of life.

In accordance with our school values, we at Ash, Cartwright & Kelsey School pledge to respect the equal human rights of all our pupils and to teach them about equality. We will be proactive in enhancing the lives of all disabled stakeholders, children, employees, volunteers and parents.

The purpose of the school's Single Equality Scheme (SES) is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school. In order to do this the school will establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.

We will also respect the equal rights of our staff and other members of the school community. In particular we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. We will:

- endeavour to protect stakeholders from harassment or victimisation on the grounds of disability, race, gender or sexual orientation;
- keep accurate records of harassment or bullying related to equalities and report to the Local Authority [LA] as required;
- promote positive attitudes;
- increase participation in public life;
- take appropriate action to meet needs identified;
- narrow the attainment gap; and
- apply the principle of 'levelling up' to ensure this.

1b Levelling up

The principle of 'levelling up' means that, as far as is reasonable, we apply the **highest requirement of the law** across all equality strands. We do this in order to aim for the highest level of equality for all groups while taking into account the need to apply the test of what is **relevant and proportionate**.

1c Relevance and Proportionality

In paying due regard to the legislation and our commitment to 'levelling up', we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the **relevance** of equalities issues in relation to our PPPs (Proportionality, Participation, Priorities). This means we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on PPPs that have the greatest effect on different stakeholders. We ask ourselves whether our PPPs affect different groups in different ways and try to implement them in ways that best promote equality. This is achieved through systematic **impact assessments** and increasing the **participation of stakeholders**.

1d Participation

We apply the principle of '**nothing about us without us**' as far as is reasonably achievable within the context of a school community. This means ensuring, as far as possible, that representatives from all equalities strands affected by relevant equalities issues have a say in the way such issues are addressed. To this end, our consultative groups and **working party** include representation from the widest range of relevant groups that we can achieve.

The school involves **stakeholders** including pupils, staff, parents/carers and other users of the school in relation to all equalities issues. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or

interpretation facilities for people with disabilities or those for whom English is an additional language or who have recently arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set our priorities.

1e Setting our Priorities

The priorities for the SES are set in the light of:

- data collection and needs analysis to inform policy and action planning;
- views expressed by stakeholders and trade unions that have been involved in the development of the scheme; and
- consultation held widely as well as representation through the working party.

Our priorities are:

- narrowing the attainment gap between members of groups covered by the SES and other pupils who are not members of those groups, including siblings;
- improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an additional language;
- improving the involvement of disabled pupils, staff, siblings, parents and carers;
- challenging race and gender stereotypes in subject choices and career advice;
- tackling bullying of pupils based on race, gender, disability, sexuality, poverty or sibling links;
- employment and considering objectives to address the causes of any gender pay gap or differences between groups;
- promoting positive attitudes to belief minorities; and
- providing clear information to parents through their children's time at the school, especially at the end of EYFS, KS1 And KS2.

2. Responsibilities

The Governing Body is responsible for:

- promoting equality of opportunity and eliminating discrimination;
- ensuring the school complies with all the relevant equality legislation; and
- ensuring that the school's Single Equality Scheme and its procedures are followed.

Functionally, the Governing Body discharges this responsibility through the Senior Leadership Team (SLT) who are responsible for:

- ensuring that the school's SES and its procedures are followed;
- making sure that the school's Single Equality Scheme clearly outlines how it will deal with issues of race, disability and gender equality;
- producing regular information for all staff and governors about the scheme and how it is working;
- making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed. SES is a standing item on all meeting agendas;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);
- ensuring understanding of the broad definition of disability within the DDA (Discrimination Disability Act);
- working with trade unions to implement the gender and age duties in employment functions;

- ensuring that action plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while ‘levelling-up’ expectations in the other strands; and
- setting up the working party, whose membership could include:
 - SMT member;
 - governor;
 - parent/carer;
 - staff representative;
 - SENCO; and
 - associate members e.g. disabled children and young people, school council reps, community / voluntary groups and minority ethnic groups.

All staff are responsible for:

- dealing with racist, homophobic and other hate incidents;
- being able to recognise bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with laws on discrimination; and
- taking up training and learning opportunities.

The Head Teacher has overall responsibility for dealing with bullying, hate incidents and discrimination.

Visitors and contractors are responsible for following the school’s SES.

3. The Working Party

Our working party is involved at all stages of the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- to ensure the involvement of the widest possible range of people; representing the different equality strands;
- to ensure the involvement of trade unions regarding the equalities duties;
- to arrange for the gathering of information relating to all equality strands; and
- to consider arrangements for impact assessments.

4. Information Gathering

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and tackle discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to conduct accurate impact assessment and identify which of the school’s priorities have been achieved and on what issues we need to improve.

4a Types of Information to be Gathered

The wide range of information gathered to support our planning and to fulfil our duty of promoting equality and tackling discrimination includes the following:

- identification of pupils, parents, carers, staff and other users of the school representing the different equality strands to develop and help us monitor the scheme (comprehensive and sensitive efforts made to collect information and meet security of information requirements);
- pupil attainment and progress data relating to different groups;

- information about how different groups access the whole curriculum;
- uptake of the extended school offer by group, including extra-curricular activities;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees; and
- views of parents and pupils.

5. Impact Assessment

We will carry out equality impact assessments on our policy and practice which will:

- cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief;
- this will be done by the SEND Governor/appropriate Governor pair;
- we will look for ways to improve practice as well as ways to eliminate discrimination and harassment; and
- we will assess impact on policies during when they are reviewed and we will build the impact assessment process into all new policy development and decision making activities.

6. Implementation

We will have action plans for all six equality strands set out in the appendices which ensure that we are taking action to fulfil both the general and specific duties of the relevant legislation and extend our practice through ‘levelling-up’ as described above.

Our action plans are incorporated into the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications; and
- specified dates for impact assessment and review.

Our SES relates to a range of other policies and plans and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and include, for example, the school’s Accessibility Plan and its Community Cohesion Policy. The school evaluates the effectiveness of the SES with its School Improvement Adviser on a regular basis, through the Governing Body and with Ofsted when the school is inspected.

7. Publication and Reporting

The school’s SES will be published on the school’s website and made available as a hard copy in the entrance hall. The school will provide, on request, a copy in a range of formats for those requiring it.

The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PPPs.

8. Review

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans; and
- using the impact assessments to ensure that all actions that are taken create a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being tackled effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed; and
- use such evidence to conduct accurate impact assessments which then inform priorities.

Review Date: March 2018

Appendix 1. Description of Legal Duties and Definitions Relating to each Equality Strand

There is an existing legal requirement for schools to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. The school's SES meets the three equality requirements.

Appendix 1.1 Gender (Sex)

Duties under the Equality Act 2010 require the Governing Body to:

- eliminate unlawful discrimination and harassment on the grounds of sex; and
- promote equality of opportunity between women and men.

From 6 April 2010, the Equality Act 2010 requires the Governing Body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing Body must revise and review the plan every 3 years and report on progress annually.

Duties under the Sex Discrimination (Gender Reassignment) Regs 1999 and the Gender Recognition Act 2004 require the Governing Body to eliminate unlawful discrimination and promote equal opportunity in the employment of staff. There are no specific duties or requirements on schools.

Appendix 1.2 Race (Ethnicity)

Duties under the Race Relations (Amendment) Act 2000 require the Governing Body to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

To meet this requirement the Governing Body carries out its duty through the SLT to:

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity;
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually; and
- record racist incidents and report them to the local authority on a regular basis.

We use the online reporting form for any racial or bullying incidents that occur in the school. The reporting of racial incidents is a statutory requirement and completing the online survey throughout the year removes the need for the annual paper survey return:

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

Appendix 1.3 Disability

Duties under Part 5A of the DDA 2005 require the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality through:

- promoting equality of opportunity between disabled people and others;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in public life; and
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Duties in Part 4 of the DDA 1995 require the Governing Body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The Governing Body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability: The DDA defines a disabled person as someone who has, '*A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand; and
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Appendix 1.4 Sexuality

Duties under the Equality Act 2006 require the Governing Body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace.

With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- the provision of goods, facilities and services;
- the disposal and management of premises;
- education; and
- the exercise of public functions.

Appendix 1.5 Age

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as employers, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- introduce a new right for employee to request working beyond retirement age and a duty on employers to consider that request;
- introduce a new requirement on employers to give at least 6 months notice to employees about their intended retirement date;
- allow pay and non-pay benefits to continue which depend on length of service requirements of 5 years or less or which recognise and reward loyalty and experience;
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

Appendix 1.6 Religion or Belief

Duties under the Equality Act 2006 require the Governing Body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition:

'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the following areas:

- the provision of goods, facilities and services;
- the disposal and management of premises;
- education; and
- the exercise of public functions.

Appendix 2. Table of legislation – general and specific duties for schools

Equality strand	Legislation		General Duty	Specific duties
ALL	Human Rights Act (1998), Article 14: Rights ... <i>'without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.'</i> EQUALITY ACT 2010 – details to follow guidance from the EHRC when available			N/A
Gender (sex)	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004		Eliminate discrimination Promote equality of opportunity	Gender equality scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review
Race (Ethnicity)	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000		Eliminate discrimination Promote equality of opportunity Promote good relations	Race equality policy <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review Record incidents & report to LA
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005		Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Disability Equality Scheme <ul style="list-style-type: none"> • Monitor implementation • Assess impact • 3 year review • Report annually SEN policy & Accessibility Plan <ul style="list-style-type: none"> • Report annually
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81	Employ - ment & provision of goods & services including Education	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment – including harassment 	None
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006		Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • any other detriment – including harassment 	None
Age	Employment Equality (Age) Regulations 2006	Employ - ment only	Eliminate discrimination on the basis of: <ul style="list-style-type: none"> • less favourable treatment • disadvantage • victimization • instructions to discriminate • harassment 	None

Appendix 3. Links to other policies, procedures & practices

Accessibility Plan: Duties under Part 5A of the Disability Discrimination Act (DDA) 2005 require the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality. Duties in Part 4 of the DDA 1995 require the Governing Body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils

Anti-Bullying: The DCSF definition of bullying (contained in the 2007 Safe to Learn guidance) has been accepted by the LA and this school: *"behaviour by an individual or group, usually repeated over time, that intentionally hurts an individual or group either physically or emotionally"*

Kent policies, guidance and other important information relating to bullying:

<http://www.kenttrustweb.org.uk/Children/bullying.cfm>

The Kent model anti bullying policy for schools can be found at:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Healthy_Schools/PSHE/model_antibullying_policy_1008.doc

The link to the specific guidance on producing a school race equality policy and action plan

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Race_Equality_in_Schools_0308.doc

The link to the specific guidance relating to managing racist incidents is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Race/Policies/Managing_Racial_Incidents_Policy_0308.doc

The link to specific guidance relating to homophobic bullying is:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Equalities/Sexuality/Good_Practice_for_all_schools_on_tackling_homophobic_bullying.doc

Community cohesion policy:

The school has a duty to promote and enhance community cohesion (Education and Inspections Act 2006). Ofsted inspections include a judgement on this under Leadership and Management, where inspectors evaluate the school's understanding of its community in local, national and global contexts, the school's planned actions and evaluation of impact, and the extent to which the school's actions have positive impact on community cohesion.

There are 3 areas where schools are expected to contribute to community cohesion. These are 1) Teaching, learning and the curriculum, 2) Equity and excellence and 3) Engagement and extended services. There are clear links with various equality strands. Ethnicity is considered a priority area in which a school's effective promotion of equality and tackling of discrimination can enhance community cohesion but there are also links with the other equality strands.

http://www.kenttrustweb.org.uk/ask/ask8/ask8_whole_school_com_cohesion.cfm

Job descriptions:

Job descriptions are reviewed with all members of staff annually as part of their performance management review.

Kent Children and Young People's Plan 2008-2011:

This SES is in line with the Kent CYPP with specific relevance to Priority 5 – Supporting vulnerable children improve their life chances, including improving the achievement and quality of life for young carers by implementing the Kent Young Carer Strategy outcomes 5A, 5B, 5C and 5D.

Health and Safety:

When undertaking risk assessments for any school or extended school activity we will relate these to the principles of our SES to ensure that we consider the reasonable adjustments that can be expected in order to facilitate inclusive risk assessment.

Child Protection Policy:

The school's child protection policy has been developed in accordance with the principles established by the Children Act 1989, Sections 175 and 176 Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families and Working Together to Safeguard Children. The governors and staff of Ash, Cartwright & Kelsey Church of England (Aided) Primary School take seriously their responsibility to promote the welfare and safeguard all the children and young people entrusted to their care.

SEN Policy:

There is a direct link between our SES and our SEND Policy. The aims of our SEND Policy are:

- to identify all children who need special consideration to support their physical, social, emotional or intellectual development;
- ensure these children are given appropriate support to allow them full access to the curriculum and extended school activities in a positive framework;
- ensure that these children are fully integrated into all activities of the school; and
- involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

School Uniform:

We encourage all parents to discuss any adjustments that may need to be made to our school uniform expectations in order for their child's needs to be accommodated.

Appendix 4. List of organisations and contact details

Community cohesion guidance: www.teachernet.gov.uk/wholeschool/communitycohesion.

DCSF SES 2009-2010 Update : <http://www.dcsf.gov.uk/des/docs/SES%20UPDATE%202009-10.pdf>

DDA information: www.dotheduty.org

Equalities and Human Rights Commission: <http://www.equalityhumanrights.com/>

Government Equalities Office: <http://www.equalities.gov.uk/>

Inclusion and Achievement Advisers:

http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_contact.cfm

Religion, spirituality, faiths and beliefs in Kent :

http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_psd.cfm

Kent customer equalities impact assessment:

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/impact_assessment_tool.doc

Kent equalities information documents:

http://www.kenttrustweb.org.uk/Policy/eq_keydocs.cfm

KCC Equality Strategy 2007 – 2010: <http://www.kent.gov.uk/publications/council-and-democracy/equality-strategy.htm>

Looked After Children and Young People:

<http://www.teachernet.gov.uk/management/governors/lookedafterlearners/>

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/ig00029/>

Ofsted Inspection documents relating to equalities:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

Racial and bullying Incidents on-line reporting Form - direct

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

Racial and bullying incidents on-line reporting form – via kenttrustweb:

<http://kenttrustweb.org.uk/Finance-Assessment/datacollection.cfm>

School Guidance: www.teachernet.gov.uk/wholeschool/equality/

Appendix 5 Impact Assessment

Why do equality impact assessment?

- allows us to give thought to the effect or potential effect of what we do on all members of our school community, including children, young people, parents/carers, our staff and others;
- helps us to accomplish the task of promoting equality of opportunity for all and eliminating unlawful discrimination as we establish a school that is just and fair, where every child and adult matters;
- helps us understand why there are different outcomes for various groups or individuals and to plan for change; and
- enables us to fulfil our legal duty.

Principles:

- no new policy or policy amendment is applied without having been impact assessed;
- proportionality and relevance – identifying and prioritising key PPPs;
- ensuring effective participation through the work of the working party;
- based on evidence – summary/professional judgement/team based at screening stage with more comprehensive evidence drawn into full impact assessment process;
- managing the process in a planned yet responsive way;
- using impact assessment to inform change and development in PPPs; and
- the golden rule for engagement and manageability: **SCREEN EARLY, REVIEW LATER.**

The process:

- we analyse information drawn together in the Overview of Outcomes to identify the Proportionality, Participation & Priorities (PPP) relevant to the pattern of outcomes;
- all PPPs noted above are impact assessment screened enabling us to identify priorities for full impact assessment and action;
- we use a schedule of screening and full impact assessment taking into account further identified criteria in addition to the Overview of Outcomes;
- throughout the year the schedule is used to screen identified PPPs and to do full impact assessments where indicated;
- the results of our impact assessments are recorded on the Impact Assessment Summary, and the information is used to inform our reporting.

Full impact assessment forms are available from:

http://www.kenttrustweb.org.uk/Policy/eq_keydocs.cfm

Appendix 6

Assess the potential impact that this policy could have on different equality targets groups, giving reasons for each: The potential impact could be neutral, positive or negative. If you have assessed that there could be potential negative impact for any of the target groups you will also need to assess whether the potential negative impact is high, medium or low.

	Neutral	Positive	Negative, please indicate whether this is high, medium or low
Race, include race, colour, nationality, ethnicity and national origins	The policy ensures that intervention would take place if particular groups were underachieving in our school. there is a particular emphasis on gender, poverty, looked after children and children whose first language is not English		
Gender			
Disability			
Age			
Sexual orientation			
Religion or belief – religious /faith groups			

NB if you assessed that any of the specific groups are likely to experience a high negative impact you must conduct a full equality impact assessment for that group.