

South Cumbria Pupil Referral Service**EQUALITY POLICY & SINGLE EQUALITY SCHEME**

ISSUE 3
DATE 12/7/23

RECORD OF ISSUE

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Equality Policy Statement

At South Cumbria Pupil Referral Service, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our service, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our service feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our service, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At South Cumbria Pupil Referral Service we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The SES sets out how students with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

This scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. students from low income families), Children Looked After and those with a social worker.

As well as delivering high quality services to our students, the service is also committed to being a good employer and as such the scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers.

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Management Committee annually.

Signed: 

(Head teacher)

Date: 12/7/23

Part I- Single Equality Scheme

1. Aims of the Single Equality Scheme

- To articulate this service's commitment to equality which permeates all our policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

2. Purpose of the Equality Scheme

This Equality Scheme is our service's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan (See Appendix B)
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of students.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming 3 years to make our service more accessible to the whole community, irrespective of background or need. (See Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come or may come to our service.

The Objectives and action plan set out how we will increase access to education in the three areas required:

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

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Management Committee. Equality objectives have been identified through consultation with key stakeholders including students, parents, Governors, staff and others in the community. This Scheme also links closely with our Accessibility Plan.

This action plan is understood and implemented by all staff and is available on the Centre website/on request. It will be made available in different formats and in different languages on request to the main admin office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Management Committee will:

- ensure that our service complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our service's equality objectives;
- establish that the action plans arising from the Scheme are part of our Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs with us on grounds of any protected characteristic.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and students;
- ensure that no child is discriminated against by us on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the Scheme every three years;
- evaluate the objectives and action plan yearly.

The Head teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for students, as an employer or for our local community;
- ensure staff have access to training which helps to implement the scheme;
- monitor the scheme and report to the Management Committee at least annually, on the effectiveness of the scheme, objectives and action plan;
- ensure that the Leadership Team are kept up to date with any development affecting the scheme/action plan arising from the scheme;
- provide appropriate support and monitoring for all students and specific and targeted students to whom the scheme has direct relevance, with the assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of racism in accordance with the Equality Act and LA guidance;

- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. student, member of staff, volunteer etc..

All Staff: teaching and non-teaching and Other Adults will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend any organised training and information events;
- make known any queries or training requirements;
- ensure that all students are treated fairly, equally and with respect, and will maintain awareness of our Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Students will:

- be involved in the development of the Scheme where appropriate and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

5. Centre Aims Statements

Staffing and Employment

South Cumbria Pupil Referral Service complies fully with legislation which protects all staff working in our service, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- 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;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of

the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;

- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Students' Attainment and Progress

South Cumbria Pupil Referral Service expects the highest possible standards. All staff have high expectations of all students and continually challenge them to reach higher standards.

The service recognises and values all forms of achievement. We will monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of students;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage students to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the service, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

Student Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the students and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health, Safety and Welfare Policy document;
- ensure that the details of this scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the service to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all students, throughout our pastoral support;
- provide appropriate support for students learning English as an additional language and encourage students to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Relationships & Behaviour Regulation Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for students is delivered in a way that does not discriminate against students with the unseen (e.g visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that students who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those students who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Leadership Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.
- expect work experience providers to demonstrate their commitment to equality, including disability, gender, race, faith/religion, gender reassignment etc. equality

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for students of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all students have access to the curriculum of the service;
- develop and continuously monitor a curriculum which builds on students' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - students learning English as an additional language
 - students from minority ethnic groups, including Gypsies and Travellers
 - students who are gifted and talented
 - students who are pregnant or who have recently given birth
 - students who are undergoing gender reassignment
 - students with special educational needs
 - students with a disability
 - students who are looked after by the Local Authority
 - students who at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people

- students who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students;
- deliver a curriculum which reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. performances, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all students including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies to support a high quality learning and teaching experience. This is delivered to all of our students irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

Behaviour and Attendance

South Cumbria Pupil Referral Service expects high standards of behaviour from all students as appropriate for their developmental level, all staff and others who are working or connected with the service. Details of these expected standards are set out in the Relationships & Behaviour Regulation Policy.

Through our Centre ethos and curriculum, we want our students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider community through our actions and responses. In order to ensure that the Relationships & Behaviour Regulation Policy and associated policies are equitable, we:

- have procedures for disciplining students and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our service takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Local Authority policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant service policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults should take care to lead through example, demonstrating high expectations of all students;
- will take steps to ensure that students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;

- ensure that families are aware of their rights and responsibilities in relation to student attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as students;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend the site on a regular basis;
- expect full-time attendance of Traveller and Gypsy students whilst they are on roll.

Partnership with Students, Parents, Carers and the Wider Community

South Cumbria Pupil Referral Service has established good links with our local and wider community. We welcome them into our school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including students, staff, parents/carers and other users of the service in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where required, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access the service's information;
- parents are fully involved in the service-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the SEND Information & Advice service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the school community.

Leadership and Management

South Cumbria Pupil Referral Service has a collective admissions policy and procedures which are in line with those issued by the Local Authority. The aim of the collective admissions arrangements is to ensure that our admission process is fair and equitable to all students. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled student in the arrangements we make for determining admission;
- Consideration will be given to admitting students with Education, Health and Care Plans. Where students have EHCPs in place at the time of exclusion the service believes that an early review of the plan to consider if additional provision can be identified that could support students to remain in school or if another provision (other than the PRU) may be more appropriate should be the first step. Where pupils go through an Education, Health and Care needs assessment whilst on role at Newbridge House then pupils will remain on role if we are the parental school of choice; where we can provide all of the provision in section F of the plan; where the student's inclusion would not be incompatible with the efficient education of other children; and where the setting is suitable for the age, ability, aptitude or SEN of the child or young person.
- gather comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Local Authority;
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the service and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the service is informed of the contents of this policy. All staff and visitors must support the ethos of the service, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our buildings reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the service e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our students by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Gender Equality

South Cumbria Pupil Referral Service is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;

- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the centre's Relationships & Behaviour Regulation Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of students;
- take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have;

Part 2

South Cumbria Pupil Referral Service – Single Equality Scheme Objectives

I. Our Centre Profile

South Cumbria Pupil Referral Service is a Pupil Referral Unit. The centre is based on 50 full time equivalent places. Students can be dual registered with a mainstream school and attend only part of their time with us or can be full time here following a permanent exclusion from mainstream school. The percentage of pupils eligible for free school meals (FSM) fluctuates due to the transient nature of the student population but is currently around 40 - 50%, however we provide a free school meal to every student.

All of our pupils have special educational needs. There is a ratio of 3 boys to 1 girl. The centre offers education to students across Key Stages 2, 3 and 4 (with some outreach work). It works with pupils who are at risk of permanent exclusion, or those who are not attending school for other reasons such as illness (physical or psychological) or pregnancy.

Our catchment area covers Westmorland & Furness. There is a range of rural and urban areas in this spread. There are high levels of deprivation within the area. There are a very few ethnic minority pupils in the area. Many students are brought to school by taxi due to the provision being a local authority service for permanently excluded students (and those at risk of becoming so). We provide tea and toast on arrival for all students. A significantly high proportion of our children come from homes where there are social problems and from one-parent families.

All of our children come from vulnerable groups including those with special educational, learning and medical needs.

We have a strong inclusive ethos which develops the whole child.

We currently have a full teaching staff complement with no one registered disabled.

The referral process and admissions panels for Secondary places are managed by two collaborative teams of mainstream schools (senior) staff, Children's Services members and the SCPRS – one currently covers the Furness area and the other South Lakes. These panels meet on a regular, timetabled, basis. However, the PRU can also respond very quickly to most crisis situations with regard to serious 'one off' incidents of unacceptable behaviour.

We work with students who have a wide range of attainments upon entry. Attainment is measured upon entry to the PRU. Academic ability is very frequently below chronological age. All students are on the SEND Code of Practice and their needs have to be judged and assessed on an individual basis.

When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals in writing an Individual Health Care Plan including colleagues from the Local Authority and the Health Authority in order to ensure that any adjustments are made in readiness for the pupil starting school. The school has fully ramped access and is the ground floor within the building enables access to any wheelchair users. Our reception area is accessible to disabled people.

None of our current pupils have English as an additional language.

None of our pupils are currently from a Traveller family.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the Local Authority HR and Recruitment Team.

2. Disability Equality Duties

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled students, staff and families.

South Cumbria Pupil Referral Service's commitment to disabled students, their families and staff's equality has four objectives. We plan to increase access to education for disabled students by:

- increasing the extent to which disabled students can participate in the curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the educational environment to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information to disabled students, to the standard of which is provided in writing for students who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the Centre, to disabled students, staff, parents, carers and other Centre users.

We have examined how we engage disabled people in the work of the South Cumbria PRU.

We have identified three key groups of stakeholders in this engagement process:

- disabled students
- disabled staff
- disabled people in the community.

We aim to reflect consultation with these groups in our Action Plan and Objectives.

In terms of staffing, our key commitment is to encourage disclosure and develop policies that address disabled staff issues.

To demonstrate The South Cumbria Pupil Referral Service's commitment to disabled people, the Disability Equality Scheme Steering Group is composed of senior strategic managers together with members of our support staff.

- Head teacher
- School Business Manager
- Member of the Leadership Team with oversight of the Hospital & Home Tuition Service.
- Member of the Leadership Team who is our SENDCo
- Member of the Leadership Team who is our PSHCE Lead
- ICT Support Services Developer and Manager
- Plus previous consultation with a member of staff who was registered disabled (who has since retired)

This active involvement has focused the group on the specific issues faced by disabled students and staff within The South Cumbria Pupil Referral Service and we believe this is reflected in our Objectives and Action Plan.

The Steering Group recognised at the outset of its work that regular and reliable data was essential if The South Cumbria Pupil Referral Service is to know and understand the needs of its student and staff populations and to monitor progress against its Action Plan.

A set of standard data sets on students and staff has therefore been agreed.

- We are aware of a network of representative organisations in the community and we may call on their expertise to support our students and staff.
- We provide a programme of professional development opportunities to all staff in the area of disability awareness and, through the LA Special Needs Team, have access to wider expertise.
- We need to have an audit of our provision for accessibility and plan for an initial programme of works to improve accessibility
- We are building disability expertise in all our Faculties and Services in order that disability related issues can be tackled at source and that expertise in disability equality can be disseminated in the most efficient way possible, at the point of contact.
- We work with the LA and mainstream schools in South Cumbria to ensure there is a common practice in supporting our students when they have access to a reintegration programme in a mainstream school where appropriate.

3. Racial Equality Duty and Community Cohesion

South Cumbria Pupil Referral Service recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The service will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage students and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure all staff and other adults working within the service, students and their families as well as our partners and the wider community fully understand the principles of good race relations.

Our race equality action priorities for 2023 - 2026 are:

- To raise awareness with students and other stakeholders the different ethnic minorities represented in our locality
- To raise student and staff awareness of other ethnic groups within society via our curriculum
- To challenge and educate regarding any discriminatory language or behaviours.

We intend to involve the ethnic community in setting priorities and meeting any identified objectives in the Single Equality Scheme by:

- Identifying opportunities to engage with ethnic community representatives in the local and wider community
- Using other media to engage students in understanding about different ethnic communities where local opportunities do not exist to involve actual people (e.g. visual and audio material)

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, child on child abuse, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

We hold student data in terms of individuals, by year group and by gender.

We expect all children to achieve according to their potential based on baseline assessment done on entry irrespective of gender.

All subjects are taken by all students irrespective of gender – any choice in key stage 4 is the result of personalisation to a student's needs. Careers advice and any work-related learning is delivered free of gender bias and is developed in conjunction with Inspira based on individual student ability, level of need and their choices.

Issues around gender violence and domestic violence are tackled within school via our pastoral support system and through positive relationships established between students and staff. The needs of any identified victims are assessed and met on an individual basis involving parents/carers and external agencies as appropriate.

Gender issues such as sexual bullying and sexual exploitation are explored at whole school and lesson level as social, moral, spiritual and cultural development is at the core of our pastoral support system especially given the vulnerable nature of the students we work with.

Should children receive information from the internet, films, TV and other media where women are portrayed in a derogatory manner this is responded to immediately by the class and / or key teacher. If and where necessary this will be supported by the involvement of external agencies / providers and/or parent/carers.

5. Religion and Belief Equality Duties

South Cumbria Pupil Referral Service recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The service also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The service is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our service recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

All centre functions, policies and procedures have been or will be Equality Impact Assessed in terms of promoting equality with regards to religion, belief or non-belief as and where appropriate.

6. Sexual Orientation Equality Duties

South Cumbria Pupil Referral Service is committed to combatting discrimination faced by lesbian, gay men, bisexual people and transgender, queer/questioning and more (LGBTQ+). We aim to ensure equality of opportunity for LGBTQ+ people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ+ communities, both internally and to the community as a whole.

Our service recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia across the service and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

Staff are encouraged to include realistic images of lesbian, gay, bisexual, transgender, queer/questioning and more people and the contributions they have made to different aspects of the curriculum where appropriate within lessons and whole school opportunities such as assemblies.

Any use of homophobic bullying, language and stereotypes will be challenged within the school by any member of staff and opportunity provided to discuss this with the students. Where practical/necessary restorative practices will be used to resolve any issues between students and to take the opportunity to develop students' understanding of why such matters cause concern and damage to people.

Where possible resources (websites, videos, activities) will be identified for staff use to raise staff and pupil awareness of their rights and responsibilities and the rights of others.

All staff have undertaken the Cumbria County Council Equality training which does identify responsibilities and guidance on resources to use.

7. Pregnancy and Maternity Equality Duties

South Cumbria Pupil Referral Service recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This service will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

Via the Hospital & Home Tuition Service any students are supported (with their mainstream school, parent/carers and any other agencies involved) to be fully reintegrated into education as quickly as possible following the birth of the child.

Where appropriate suitable alternative education provision would be available and accessible to students via the Hospital & Home Tuition Service. This service will meet the needs of the pupil and should take account of their age, ability, aptitude and individual needs including any special educational needs they may have.

Where appropriate the Local Authority re-integration coordinator (Mrs Rose Johnson) is involved in student reintegration.

Note: schools already have a duty of care to their pupils and are not expected to have to alter their existing policies because of this new legal provision, providing they are not excluding pregnant pupils or requiring them to study at home or in alternative provision when they wish to remain in school, and are letting them return to education when they have had their babies.

8. Publication of the Single Equality Scheme

South Cumbria Pupil Referral Service Single Equality Policy Statement & Equality Scheme is published as a separate document and is available on request.

The South Cumbria Pupil Referral Service Equality Policy Statement & Single Equality Scheme will be published on the school's website.

The document can also be provided in other formats / languages on request from the main office.

9. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the Centre because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the service's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Management Committee on complaints made and action taken.

Part 3 – Equality Objectives/Action Plan – 2023 - 2026

Equality Objectives/Action Plan for:

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s)	Action	Who's responsible?	Indicator of Achievement
All aims of duty	All	To increase pupil awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the School Single Equality Scheme across all groups within school and how it affects each individual	Senior Leadership Team, staff and management committee members	Pupils, staff and management committee members are aware of the school's objectives and action plan (age appropriate)
All aims of duty	All	All staff receive CPD on the school's arrangements to promote equality in the context of their job role (e.g. mid-day supervisory – positive ethos and preventing/managing incidents. Teachers – curriculum and teaching and learning strategies)	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures and practices in the school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies.	SLT	Evaluations of CPD indicate an increase in staff confidence and competence. Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes
All aims of duty	All	To ensure representation on the school programmes fully reflects the school population in terms of race and gender	Disabled pupils participation and self-esteem is improved with participation and recognition on such programmes	SEN pupils	Recognise and represent the talents of all students	SLT	Analysis of the curriculum and exam entries indicates it is changing to reflect the school's diversity
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/ Race/Gender identity/ Disability/ Religion or belief	To respond to all hate incidents and prejudiced based child on child abuse and bullying and promote prevention	Pupils/students feel safer as they are assured that incidents will be dealt with promptly and fairly Increased staff confidence Accurate reporting rates	Whole school and specifically vulnerable and equality groups pupils/students or those from a faith background	To review and update existing policies and procedures relating to bullying Access staff training Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia.	Anti discriminatory working group	Staff attend anti-bullying training Report to Management Committee by Anti-discrimination working group regarding actions and impact
Advance equality of opportunity	Gender	To promote opportunities to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	All students	Provide activities that allow pupils/students to explore gender stereotyping in careers	Inspira personal Advisor	Pupils feel more confident about choosing options which are not stereotypical Rise in alternative work placements
Fostering good relations	All	To promote good relations between people from different backgrounds	Improved understanding of Cumbria and the diversity within it.	All students	Invite in representatives from disability equality groups to meet with children	SLT/PSHE co-ordinator	

Date Action Plan Agreed: 12/7/23

Date Agreed for Review: July 2026

Key Legislation

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

Accessibility Planning

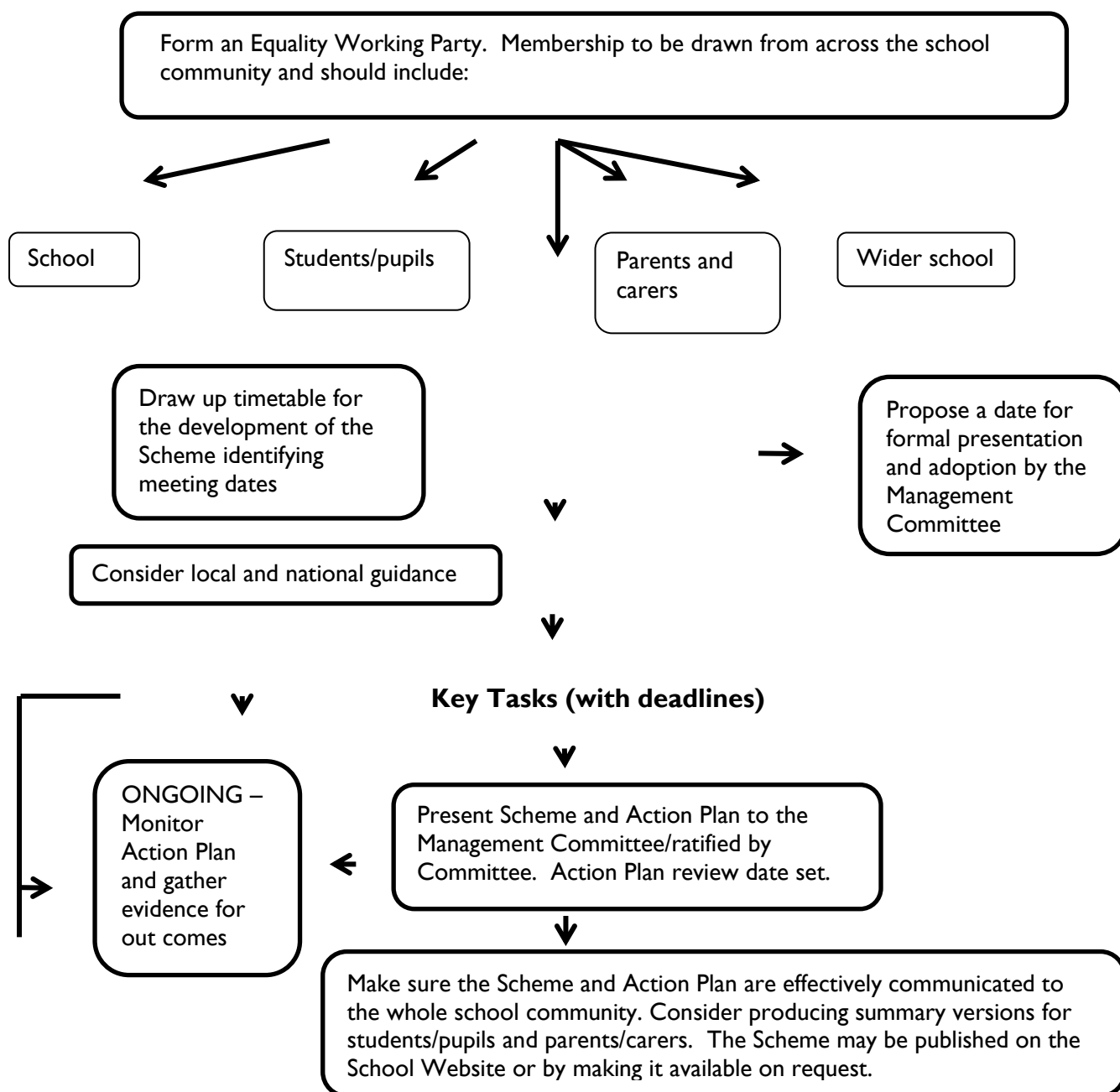
Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality Scheme.

Process Chart for the Development and Review of Equality Scheme, Objectives and Action Plan



Action Plan	Equality Scheme
Assign named staff to collect data and information including the views of all in the school community	Assign one person to write-up the <i>school context</i> section of the Scheme
Consider the statements in Part 1	Identify statements with which the school can currently identify and include others as aims in the Action Plan
Consider further involvement of those representing the various equality strands. Use EIA (See Appendix C)	Gather all information specific to the school (as described within the individual school statements set out in Part 2 of the Single Equality Scheme
Consider all existing equality policies and include identified actions in the action plan – Part 3	Draft or review the Equality Scheme
Devise Action Plan – redraft as required	

Equality Impact Assessments (EqIAs) - Guidance

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or people within your school community to be treated fairly and equitably sometimes you have to treat them differently. In order to identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your school community. This is what equality impact assessment is all about.

Undertaking EqIAs is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your school community and trying to ensure they are not disadvantaged by it.

Your school community covers any person who is likely to use your school. This means pupils, parents, carers, staff, governors, volunteers and also visitors to your school. It also covers anticipating the needs of possible future members of your school community.

What is meant by 'impact'?

Two possible impacts are considered as part of the process:

1. A negative or adverse impact

This is an impact which could disadvantage one or more groups within your school community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for pupils and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

2. A positive impact

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary schools would have a positive impact on women but would not, however, necessarily disadvantage men.
- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and schools.

Why should we undertake equality impact assessments?

Undertaking EqlAs is a legal requirement for schools under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including schools, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of schools service users would include pupils, staff, parents, carers, governors, volunteers and visitors – anybody within your school community.

In reality this means taking into account of the needs of your school community in the development and review of any school policies and practices which are likely to affect them.

Undertaking EqlAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse school population to be met. Your school community will also be aware that you are considering their needs at the planning stages.

What should be equality impact assessed?

You need to assess school policies or practices which are likely to affect children or people within your school community.

Written policies may be easy to identify but EqlAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for pupil extra-curricular activities).

In accordance with legislative requirements, an EqlA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**
All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity. Ensure the EqlA process includes the recruitment, selection and appointment procedures for staff.
- **Impact on service provision**
If there is likely to be an impact on the way a service is provided as a result of any organisational change, you then need to ensure your EqlA considers the proposed changes in relation to how your school community will be affected and whether any negative impact can be justified.

What equality strands/groups should be covered by EqlAs?

Some groups may experience disadvantage, whether intentional or not as a result of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Gender
- Race
- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

Who is responsible for carrying out equality impact assessments?

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqlA is undertaken. The EqlA may be done in conjunction with or by a person who knows that particular area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqlAs should be signed off by a member of the senior management team and a member of the governing body.

When should Policies/Procedures be equality impact assessed?

All existing policies and practices should be reviewed on a three year rolling programme. It can be done in conjunction with the three year cycle of your own equality scheme.

By undertaking a policy mapping exercise you can prioritise which policies and practices have a higher priority for EqlAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqlA before they are implemented.

What happens as a result of an EqlA?

If any potential adverse impact is identified then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqlAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant school policies can be made available in alternative formats, as required.

Do I have to do a separate EqlA for every similar policy?

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your school community. If you think it would be more manageable to review a large policy or policy framework on its own then you can complete a separate EqlA – whatever makes the process manageable and meaningful for your school.

Do I need to do an EqlA on an adopted policy?

No - you don't need to repeat an EqlA on an adopted policy which has already been assessed as long as any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed then the best route is to do your own EqlA.

Where can I obtain further information?

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DCSF website: www.dcsf.gov.uk/des/

Equality Impact Assessment – Name of Policy/Procedure:

1.	Identify the aims of the policy/procedure/service/function and how it is implemented.		
	Key Questions	Answers/Notes	Actions required
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	<p>In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups?</p> <ul style="list-style-type: none"> • Disability • Gender • Race • Religion and/or belief • Age (in relation to staff recruitment /selection) • Sexual orientation • Gender reassignment • Pregnancy and maternity • Marriage and Civil Partnership 		
2.	Assessment of Impact		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
NEXT STEPS/ACTIONS:			

Single Equality Scheme – Objectives and Action Plan

Action Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part A of our Single Equality Scheme.
- Accurate knowledge of the school enables us to plan in a way that is **relevant and proportionate**.
- **Participation** of an appropriately selected working group is reflected in wider representation built into action plans.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- Action plans are seen as the starting point for action but not followed slavishly where monitoring and further Impact Assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Action plans are checked against the objectives and the Impact Assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed**.
- The golden rule for action planning is to **be SMARTER and get started**.

The Process:

- Action planning is done in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan for action over 1 and 3 years so that it is possible to implement change and development in a responsive yet systematic way.
- Action plans are reviewed annually and in the third year we undertake a review of the impact of our actions over three years.
- Initially, many of our actions have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning