



EQUALITY IMPACT ASSESSMENT (EIA) PART 1: EIA SCREENING

Policies, Procedures or Practices:	Equalities	DATE:	November 2019
EIA CARRIED OUT BY:	Katherine Marks	EIA APPROVED BY:	Katherine Marks

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		Y
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		Y
Gender reassignment (transsexual)		Y
Marriage and civil partnership		
Pregnancy and maternity		Y
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		Y
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		Y
Sex (male, female)		Y
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		Y

Any adverse impacts are explored in a Full Impact Assessment

FRENCHAY C OF E PRIMARY SCHOOL

BELIEVE, BELONG, BECOME

Single Equalities, Diversity and Community Cohesion Policy

Rationale

Frenchay C of E Primary School is committed to an inclusive education for all, acknowledging that the society within which we live is enriched by diversity. At Frenchay we strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school and the wider community; we seek to ensure that everyone is valued and treats one another with respect and fairness. In essence, pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of the Local Authority which have been consulted upon widely across the region. They are: to encourage mutual respect for all; recognise and work with every diverse group; provide high quality inclusive services and facilities; make sure our employment policies and practices are fair and challenge harassment and discrimination.

We are proactively reviewing and restructuring our culture policies and practices so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

At Frenchay we consider equality, diversity and community cohesion as fundamental values that underpin everything that takes place within the school. Therefore, this Policy needs to be read in conjunction with our Single Equalities, Diversity and Community Cohesion Scheme and Plan.

Legal Duties:

- We welcome our legal duties and responsibilities with regard to Community Cohesion, Equality and diversity. In particular we have a positive commitment to address our duties under;
- **The Race** Relations Act 1976, amended by the Race Relation Amendment Regulations 2003 and the Race Relations Amendment Act 2000; the **Disability** Discrimination Acts 1995 and 2005; and the **Sex** Discrimination Act 1975 as amended by the Equalities Act 2010.
- We further welcome our duty under the Education and Inspections Act 2006 to promote **Community Cohesion**
- We recognise that these four sets of duties our own aims for our pupils, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of the People with disabilities and the Human Rights Act 1998
- Summary of our legal obligations are provided in Appendix A.

Aims:

At Frenchay we will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community. These are reflected in our core school values of 'Believe, Belong, Become.' To fulfil our core values and our legal obligations, as set out above and in Appendix A, we will be guided by the following principles:

- **All learners are valued equally.** We see all learners and potential learners as of equal value regardless of disability, ethnicity, culture, religious affiliation, national origin or status or their gender
- **Welcoming and celebrating diversity.** Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:
 - Disability, so that reasonable adjustments are made
 - Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - Gender, so that the different needs and experience of girls and boys, women and men are recognised
- **Fostering positive attitudes and relationships, and a sense of cohesion and belonging**
We intend our policies, procedures and activities should promote:
 - Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
 - Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and absence of prejudice-related bullying and incidents
 - Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- **The school as an employer**
Policies and procedures should benefit all employees and potential employees. We recognise whether people are disabled or not, whatever their ethnicity, culture, religious affiliation, national origin or national status, and whichever their gender they should have equal access in recruitment, promotion, and in continuing professional development.
- **Proactively reviewing what we do in order to reduce and remove inequalities and barriers**
In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds and girls and boys, women and men.
- **Society as a whole should benefit**
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of people regardless of their disability, ethnicity, culture, religious affiliation, national origin or status or their gender.
- **Safeguarding**

- Everyone in school has responsibility for the welfare of pupils. We proactively ensure arrangements are in place to safeguard and promote the welfare of children. This includes protecting children from any form of bullying, harassment or any other maltreatment based on equality issues.

Actions

Our key delivery mechanism for this Policy is the South Gloucestershire 2019 - 2022 'Equality Plan'. (This is currently out for consultation but will be adopted very shortly). We review this annually in order to ensure our policies and procedures are in accordance with South Gloucestershire legislation.

The Curriculum

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect our principles.

Ethos and organisation

We ensure that the core principles listed above apply also to the full range of our policies and practices in school, including those concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working in the wider community

Addressing prejudice and prejudice-related bullying

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents will be referred to the Head teacher, whose role is to assess, record and deal with all incidents. We take our obligation seriously and report regularly to the local authority about numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Religious observance:

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. This is outlined in our Website Policy and Policy Folder available electronically

on the school internal shared drive.

We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development both as individuals, and as groups or teams within budget constraints.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Chair of Governors, and one link governor, are appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role. i.e. safer recruitment training.

The Head teacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support so appropriate action in any case of unlawful discrimination may be undertaken.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and school
- Deal appropriately with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support the diversity of pupils in their class based on individual need
- Keep up-to-date with equalities legislation relevant to their work

Monitoring and Evaluation

We use quantitative and qualitative data relating to the implementation of this policy and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, and present such information according to disabilities, special educational needs, ethnicity and gender.

The Headteacher will report to Governors on an annual basis or whenever need arises, reviewing progress on this Policy, together with any allegations involving discrimination or harassment. There will be a standing annual item on Equalities, Diversity and Community Cohesion at least one Full Governors Meeting per year.

Signed:.....

Date:.....

Ratified by Governors

Date:.....

Review Date: November 2022

Appendix A

OVERVIEW OF SCHOOLS' RESPONSIBILITIES

	Illegal: Discrimination -harassment -victimisation	Duty to promote	Applies to:			Duty to monitor	
			Staff	pupils	curriculum	Overall	Specific incidents
Gender (sex)	√since 1975	√	√	√	√		×
Gender (reassignment)	√covered by 1975 Act	×	√	×	×	×	×
Race	√Since 1976	√	√	√	√	√	√
Disability	√Since 1995	√	√	√	√	√	×(except bullying incidents)
Sexual orientation	√Since 2003	×	√	×	×	×	×
Religion or belief	√Since 2003	×	√	√	×	×	×
Age	√Since 2006	×	√Unless objectively justified	×	×	×	×

KEY LEGISLATION

Area	Legislation
	The Equalities Act 2010 Human Rights Act 1998 Protection from Harassment Act 1997
Gender (sex)	Sex Discrimination Act 1975, (Sex Discrimination Act) – amended 1986 Equality Act 2006 Equal Pay Act 1970 – amended 1983 Gender Equality Duty 2007 European Equal Treatment Directive 1976
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended (the DDA) Disability Discrimination Act 1995 (Amendment) Regulation 2003 Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005 Disability Equality Duty for the Public Sector 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006