

At Allanson Street, we belong, believe, aspire and achieve

Mission Statement

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Respect

Kindness

Resilience

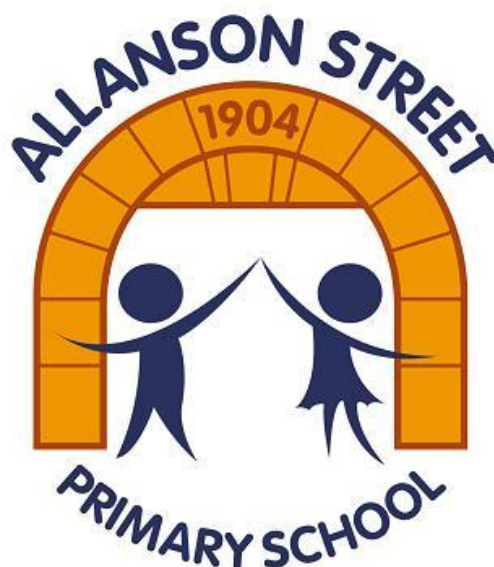
Aspiration

Integrity

Pride

Courage

Independence



Equality Policy, Audit and Action Plan

Signed:

_____ Headteacher

_____ Chair of Governors

_____ Date

Issue Date: March 2023

Review Date: March 2026

INTRODUCTION

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

Unlawful discrimination, which results in unfairness in any aspect of school's employment policies and practices, curriculum or service delivery, will not be tolerated under any circumstances. In accordance with our school's vision, mission and school values, we pledge to respect the equal human rights of our children, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

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

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014

Human Rights Act 1998

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

Education Act 2002 (Section 78)

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

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

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

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

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

The Children and Families Act 2014

Sets out how the school will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The school will:

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

Equality Act 2010

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

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

Allanson Street Primary School takes the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

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

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

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

In order to meet Section 10 of the Equality Act 2010, Allanson Street Primary School will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the school takes into account the widening definition of disability within its decisions and functions, and gives due regard to the "Social Model" of disability. This model recognises the barriers caused by the environment and people's attitudes to disability.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, Allanson Street Primary School will:

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met.

PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010

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

RESPONSIBILITIES

Governors are responsible for:

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

The Head Teacher is responsible for:

- Producing, implementing and maintaining the school's
 - Equality Policy.
 - Publishing the School's contribution to the 'local offer'.
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out.
- Ensuring that hate incidents and hate crime reporting is integrated within the School's Complaint Process and Anti Bullying Policy.
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as.
 - Equality impact assessment of policies
 - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents.
 - Curriculum Equality Audit.
- Completion of the equality, accessibility and cohesion audit and action plan.
- Publishing the School's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions, updating this annually.
- Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school.

- Publishing the equality objectives on the school website; reviewing them annually.
- Reviewing and revising the School's Equality Policy every three years
- Reporting to Governors annually, progress against the School's Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
- Ensuring the School's Equality Policy is readily available and that the governors, staff, pupils, and their parents and carers know about it.
- Ensuring the School's Equality Policy is followed consistently by all staff and pupils
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes.

All staff are responsible for:

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

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

The Headteacher is responsible overall for dealing with reports of hate-incidents
The SENDCo is responsible overall for Children with Special Educational Needs

Pupils, parents and visitors are responsible for:

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

DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION

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

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

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

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

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

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

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

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, is because of something 'arising in consequence of the person's disability', and the education provider cannot show that this treatment is justified as 'a proportionate means of achieving a legitimate aim'.

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

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

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

DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes,

applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this:

- School curriculum and collective worship are not covered by the 'requirements on schools not to discriminate on grounds of religion or belief'.
- With regard to disability, the school will make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.

EMPLOYMENT

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

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

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

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

- The number of staff in post, and
- The number of applicants for employment, training and promotion (where this information is shared).

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

MONITORING AND ANALYSIS

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

- Pupil Admission
- Pupil Exclusion
- SEND
- Complaints
- Anti-Bullying
- Relationships and Behaviour

We will also analyse:

- Pupil attainment and progress.
- Pupil, staff and parent/carer voice.
- CPOM records of behaviour incidents such as racism, homophobia and transphobia.

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

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

EQUALITY IMPACT ASSESSMENT (EIA)

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

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

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

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

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

CURRICULUM EQUALITY AUDIT

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

Schools with a religious character are exempt from challenging the curriculum with regards to religion and sexual orientation.

REPORTING PROGRESS

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

The Equality Policy and Action Plan will be reviewed annually.

EQUALITY, ACCESSIBILITY AND COHESION AUDIT AND ACTION PLAN

Allanson Street Primary School

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

How the audit toolkit is used.

The statements are used as prompts. The boxes are coded as follows:

A = We are confident about this; work has already been done in this area and is ongoing.

B = We haven't done much on this yet, but know what needs to be done and how to go about it.

C = We still need to do work on this area and to identify our initial priorities.

The 'Evidence' column is used to identify or make cross-reference to examples of existing good practice (if box A was ticked) or the case for improvement (if boxes B or C were ticked).

Allanson Street Primary School Equality, Accessibility and Cohesion Audit and Action Plan

Updated: April 2023

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The school has produced, published and maintains an up-to-date Equality Policy, Equality Objectives and Action Plan.	✓ <input type="checkbox"/>			Policy, objectives and action plan created and can be seen on website in draft form. Approval to be noted in FGB minutes June 23.	Annual updates to be provided to FGB.	Headteacher Annually from April 2024.
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) The outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	✓ <input type="checkbox"/>			Equality Policy, Accessibility Plan and Equality Objectives updated and published on the website May 23.	Following annual review at FGB, updated documents to be uploaded to website.	IT Technician May 23
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	<input type="checkbox"/>	✓		Equality Policy and audit on annual policy list and brought to FGB for review yearly. Bullying incidents relating to inequality shared in HT termly reports to governors.	More detailed review of equality to be included in HT termly reports to governors from July 23.	Headteacher July 23

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
4. Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning.	✓ <input type="checkbox"/>			St Helens Council Policies are accompanied with Impact Assessment attached. All school policies include equality statement. Some school policies have Impact Assessments included.	Remind staff that any policies produced or reviewed should include an EIA.	Headteacher April 23. Whole school – ongoing
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	<input type="checkbox"/>	✓		Equality statement on all policy documents, minutes of meetings and adoption of all St Helens Policies.	FGB continue to ensure we comply when making key decisions – ensure this is evidenced in minutes where appropriate.	Chairs of Governors – ongoing
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	<input type="checkbox"/>	✓		Equality policy reviewed annually by all governors.	Ensure all governors attend equality training and that new governors attend induction training.	Chair of Governors – ongoing

The context of your school

7. Training on the Equality Legislation is given to all members of governing body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Provide all governors with access to equality training through governor services / National College Portal.	Chairs of Governors Deputy Head - ongoing
8. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		LA Code of conduct used. Staff Handbook updated Annually. Homeschool Agreement in place	To ensure the induction procedure remains up to date and reflects equality legislation	Deputy Head Chairs of Governors – reviewed annually.

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
9. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	✓ <input type="checkbox"/>			Home school agreement issued on admission to school	Ensure this is part of new starter pack. Review annually.	SBM – April 23 Headteacher – annually in autumn term
10. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	✓ <input type="checkbox"/>			Updated policy on school website.	Inform parents of availability on website or request for hard copy	IT technician – April 23
11. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	✓ <input type="checkbox"/>			Pastoral staff have an open door policy. Records are kept securely and recorded on CPOMS Termly report to Governors.	To continue to record accurately. From analysis, look for trends	DSL / Pastoral Lead - Termly
12. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓ <input type="checkbox"/>			Updated Anti Bullying Policy (2023)	Child Friendly Policy created by Anti Bullying Ambassadors	PSHE Lead May 23
13. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or	✓ <input type="checkbox"/>			Care plans and individual support plans in place Good relationships with multi agencies	Regular reviews for groups and individuals	SENDCo - Ongoing

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
services it provides or offers.				Regular EHCP and pupil progress reviews. Close working relationships with parents / carers. Accessibility Plan in place.		
14. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	✓ <input type="checkbox"/>			Accessibility plan in place. Provisions made to ensure fair access to the physical environment and the school's curriculum. Use of OT, VI team, translation service through dojo, Deaf Hands and Health and Safety. Newsletters, Twitter, parent text facility and dojo used. Access to school nurse. Signposting to other service providers. Multi-agency support.	Annual review undertaken.	Headteacher and DSL - Annually
15. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	✓ <input type="checkbox"/>			Local offer and information report on website	Review annually	SENDCo - Annually
16. The school contributes appropriately to Pupil Education, Health and Care Plan	✓ <input type="checkbox"/>			Process completed successfully currently in school	Annual reviews	SENDCo – Annually as appropriate for individual children

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
17. The school provides parents, carers and guardians of “pupils with Education, Health and Care Plan” with information on how to access St. Helens Special Educational Needs and Disability Information, Advice and Support Services (St. Helens IASS).	✓ <input type="checkbox"/>			SENDCo meets with all parents going through this process and signposts them if necessary to further support	Continue to monitor	SENDCo – ongoing
18. The school’s Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	✓ <input type="checkbox"/>			The SEF is completed and reviewed termly.	Continue to review the needs of our children and community and amend SEF where appropriate.	Headteacher to review termly
Monitoring and impact assessment						
19. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability.	✓ <input type="checkbox"/>			Profiles of children are accurate and up to date and kept confidentially on Arbor. Equal Ops information submitted to HR after interview process.	Governors to access GovernorHub to ensure profiles are up to date.	Chairs of Governors June 23
20. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	✓ <input type="checkbox"/>			School has a thorough policy review cycle with those needing EIAs highlighted.	Continue to review the needs of our community and reflect this in impact	Headteacher, DHT, SENDCo and subject

				SEF Monitoring and Evaluation, HT report to Govs.	assessments.	leaders to add impact assessments where necessary. Completed in line with policy review cycle.
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Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
21. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	✓ <input type="checkbox"/>			IDSR/ASP / Compare schools. Data from Arbor is monitored and some protected characteristics are included in this monitoring.	Termly data reviews to take place followed by pupil progress meetings with class teachers.	Headteacher and class teachers – termly.
22. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	✓ <input type="checkbox"/>			Self-review process informs policies, SIP and CPD priorities.	Continue to review SIP, SEF, policies and CPD needs based on outcomes of EIA.	SLT - ongoing
23. The school systematically monitors, reviews and records the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓ <input type="checkbox"/>			Chn with EHCP plans are monitored closely by class teachers and SENDCO.		Pupil progress meetings SENDCo data analysis
24. The School has embedded the duties of the Equality Act 2010 within its contract	✓ <input type="checkbox"/>			All contracts issued by LA	Ensure any procurement	SBM – ongoing

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
provisions and procurement processes				through HR section	undertaken follows the same rigour.	
Sense of belonging						
25. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion	✓ <input type="checkbox"/>			<p>SCARF scheme followed throughout school.</p> <p>School values are a key feature of the ethos of the school.</p> <p>Good community links</p> <p>Assemblies used to promote No Outsiders philosophy, school values and British Values. Children play a key role in school: School council, ambassador roles.</p> <p>Anti-Bullying Diana Award undertaken by ambassadors.</p>	To gain Young Carers' Award .	<p>PHSE Lead Headteacher</p> <p>Ongoing promotion and monitoring of coverage and impact.</p>

<p>26. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs.</p>	<p>✓ <input type="checkbox"/></p>			<p>Induction prior to start. Pastoral and Admin teams work closely to support families. School seeks professional advice as needed - eg Refugee Action. Information sharing with other professionals. Use of translation tools.</p>	<p>Continue to serve new groups within the community and further develop links to support them. Look to simplifying school induction packs to incorporate multi-lingual information</p>	<p>Deputy Head / Pastoral Lead Autumn 23</p>
<p>27. The school works with parents of children with special educational needs as equal partners in their child's education.</p>	<p>✓ <input type="checkbox"/></p>			<p>Regular meetings held IEPs shared Child friendly IEPs which require parental input.</p>	<p>To continue to monitor parental engagement</p>	<p>SENDCo</p>

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
Teaching learning and curriculum						
28. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics.	✓ <input type="checkbox"/>			The curriculum and knowledge mats are written with the promotion of diversity and equality in mind. Subject leaders monitor these to ensure a consistent approach across school.	Curriculum lead and subject leaders to continue to review through monitoring of planning, resources and pupil voice.	Subject and curriculum leaders – ongoing.
29. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓ <input type="checkbox"/>			Adaptations are made where necessary to ensure all pupils can participate in any / all clubs – e.g. additional adult support, resources to support children with a visual impairment.	Curriculum equality audit to be completed.	Headteacher SENDCO May 2023

<p>30. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.</p>	<p>✓ <input type="checkbox"/></p>		<p>Adaptive and responsive teaching utilized by all staff. Activities scaffolded by task, outcome or support High level of adult support where needed. Some children have a modified and bespoke curriculum including physical and sensory support.</p>	<p>Adaptive and responsive methods CPD to be delivered to all staff to refresh and further improve provision.</p>	<p>Sept 23.</p>
<p>31. The school implements appropriate group and individual intervention programmes to address learning difficulties.</p>	<p>✓ <input type="checkbox"/></p>		<p>Short burst, high impact intervention used to enable children to keep up. DfE approved intervention programmes in place to enable children to catch up – e.g. Fresh Start (RWI).</p>	<p>Measure and review progress.</p>	<p>English / Maths / PP leads to review impact of intervention termly.</p>

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
32. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	✓ <input type="checkbox"/>			Very friendly and welcoming staff and children. Effective transition meetings held with previous school where appropriate.	To continue to have individual meetings to ensure good communication from the start	Pastoral team Ongoing SENDCo – ongoing.
33. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children.	✓ <input type="checkbox"/>			Support from EAL service given including training for staff.	Dojo to be used to communicate as it has a translation service EAL support service in place. EAL software purchased and utilized to develop language skills of new EAL starters.	SENDCo to monitor - ongoing
34. Governors are able to identify examples of reasonable adjustments made at the school.	✓ <input type="checkbox"/>			Information shared at FGB meetings – e.g. accessibility plan, assessment data reviews shared.	Continue to monitor and review.	Ongoing
35. Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated.	✓ <input type="checkbox"/>			Curriculum documents Displays Assembly plans Learning walks Discussions with children Children’s books	Continue to celebrate different cultures, religions and beliefs	Governors – ongoing

<p>36. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been.</p>	<p>✓ <input type="checkbox"/></p>			<p>Governing Body aware of vulnerable groups Data pack from Arbor presented termly to FGB through HT report.</p>	<p>Termly update to Governors</p>	<p>Headteacher - termly</p>
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Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
37. The school is confident that, where possible, excluded or self-excluded pupils are successfully re-integrated	✓ <input type="checkbox"/>			When suspended, a re-integration meeting is held with a member of SLT. Pastoral team works with school refusers to ensure reintegration takes place as quickly as possible and does not reoccur.	To complete historical suspension case studies.	Deputy Headteacher / SENDCo Summer 2023
38. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful.	✓ <input type="checkbox"/>			CPOMS in place to rigorously track incidents All behaviours reported to Governors termly via HT's report.	Monitor data, looking for patterns/trends. Use this information to plan targeted intervention.	Headteacher, Deputy Headteacher SENDCo Termly
39. Staff have monitored discipline and exclusion patterns to highlight particular groups and, where relevant, have discussed these with the governing body.	✓ <input type="checkbox"/>			Safeguarding report with suspensions / exclusions shared as part two in every HT report. Exclusions reported on Arbor	Continue to monitor and report on Arbor	Headteacher termly
Equity and Extended Services						
40. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓ <input type="checkbox"/>			SEF complete and updated regularly Parental surveys reviewed and used to plan future	Continue to consult with parents and the wider community.	Headteacher – at least twice yearly.

				engagement activities. Information shared with governors via termly HT report.		
41. The governors know of the impact of: <ul style="list-style-type: none"> Partnership arrangements with other schools International links Use of shared facilities Opportunities for inter-cultural activities 	✓ <input type="checkbox"/>			HT report to Governors Termly. SEF complete and updated regularly. Curriculum design	Continue to seek further partnerships.	Geography Lead RE Lead Deputy Headteacher Headteacher Ongoing

Audit Area and Questions	A ✓ <input type="checkbox"/>	B ✓ <input type="checkbox"/>	C ✓ <input type="checkbox"/>	Evidence	Tasks and priorities	By Whom and Date
42. The governors know how funds such as Pupil Premium have benefited children.	✓ <input type="checkbox"/>			Pupil Premium monitored by named governor. PP report published yearly. Sports Premium published yearly.	Impact review update given to Governors termly	Deputy Headteacher
43. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management.	✓ <input type="checkbox"/>			Governors take advice from LA		

Appendix 2

Curriculum Equality Audit for Schools

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

There is equality of opportunity to access the curriculum through teaching and learning

- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as sex segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme. This is not an exhaustive list

Enabling the learner to:	How is (or could) this be ensured.	Actions Required	By Whom and When
Appreciate the needs of others, gaining an insight into the lives of people from different backgrounds.	Reflection assemblies No Outsiders Development of school and British values Choice of texts used throughout curriculum Sharing of CBBC Newsround	Regular communication with staff to raise awareness of individual needs and circumstances which may impact on pupils/families within the school community.	DSL and Pastoral Lead - ongoing.

	<p>PSHE curriculum</p> <p>Issues relating to diversity and other communities reflected in all aspects of our curriculum.</p> <p>Staff training and professional development relating to specific needs of our cohort.</p>	<p>Subject leaders review curriculum content termly.</p> <p>Source external groups to add strength to communication with staff and parents.</p>	<p>PSHE Lead</p> <p>Curriculum Lead.</p> <p>Autumn term 2023</p>
<p>Recognise and respect different points of view.</p>	<p>School values</p> <p>Planned discussions throughout the curriculum.</p> <p>School Council</p> <p>Pupil voice - Worry boxes/monsters</p> <p>Assemblies focusing on No Outsiders and current affairs.</p>	<p>Curriculum is reviewed regularly and adapted accordingly.</p> <p>Opportunities for debate, discussion and questioning are promoted throughout school life.</p>	<p>Subject leaders</p> <p>Curriculum lead</p> <p>Ongoing</p>
<p>Experience and celebrate cultural diversity.</p>	<p>Assemblies – No Outsiders</p> <p>School and British Values</p> <p>Different faiths and cultures celebrated throughout the curriculum.</p> <p>RE curriculum covers different faiths.</p> <p>Enrichment and awareness events.</p> <p>Book choices reflects different cultures.</p> <p>Curriculum content- diversity woven through subjects.</p> <p>Cultural Pathway overview is in place.</p>	<p>Personal development strand of SIP sets specific actions in place – HT to ensure appropriate actions are taken.</p> <p>Review of knowledge mats and chosen texts to ensure diversity is rich across the curriculum.</p> <p>Review cultural pathway termly to ensure all strands are undertaken.</p> <p>Seek partnerships with schools from other localities</p>	<p>Headteacher – Summer 23</p> <p>Subject Leads and Curriculum Lead Summer 23</p> <p>Deputy Headteacher – Summer 23</p> <p>Geography subject leader – Autumn 23</p>

Recognise commonalities shared by people from diverse and different backgrounds.	PSHE curriculum Community projects No Outsiders Assemblies Learning to Work – St.Helens Chamber	Seek opportunities to collaborate with other Community partners.	Subject Leaders, Deputy Headteacher – Autumn 23
Recognise and challenge abuses, discrimination and injustice	Relationship and Behaviour Policy Pastoral support Assemblies/workshops/Events/ Anti bullying week No Outsiders work Celebration of Black History Month / Pride Week Curricular links	Monitor and review the implementation of the relationships and behaviour policy. Monitor the impact of this work through pupil voice.	Deputy Headteacher / Headteacher – ongoing PSHE Lead – Autumn 23
Using the curriculum to Promote:	How is (or could) this be ensured.	Actions	By Whom and When
Accessible lessons	Accessibility plan in place and followed. Celebration of protected characteristics through assemblies and across the curriculum. Religious work – Values Discuss background of all visiting artists / musicians / authors etc	Continue to review curriculum and the school environment	Headteacher - ongoing

The reporting of hate incidents; racism, disablism, homophobia, transphobia, religious bigotry.	CPOMS logs Awareness events- anti bullying week. PSHE Curriculum	Monitor cases and impact of planned intervention. Provider regular staff training and updates.	DSL, Headteacher - Ongoing
The appropriate use of translation and interpretation.	Use of Dojo as daily translation device. Use of EAL and refugee support services	Depict other languages in the school environment and on the school website. Purchase EAL dual language books and resources.	MFL Lead – Autumn 23
Positive images of a diverse community: locally, regionally, nationally and internationally.	Curriculum: Chosen texts, Arts Week local history/ geography units. Events/awareness days: Chinese New Year, Remembrance Day, World Book Dayetc. Links with other schools	Undertake a ‘Diversity across the curriculum’ audit to include protected characteristics	PSHE Lead – Autumn 23
Promote opportunities for interaction between groups that do not usually get to mix.	Pen Pal Club Geography/History links Links with local care home	Source a school to link with from another country / locality.	Geography / PSHE Lead – Autumn 23
The challenging of sex, racial, religious, disablism, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn’t or can and can’t do.	Assemblies focusing on aspirations and No Outsiders Focus on aspirational key figures within every unit across the curriculum. School and British Values PSHE curriculum Links with local care homes	Subject monitoring T&L Monitoring Personal Development review	PSHE Lead – Summer 23
An awareness of the support needs for children that are carers.	Pastoral support Links with Young Carers Association – assemblies to spread awareness. Signposting parents to support.	Maintain links with YCA. Pastoral team / PSHE Lead to attend relevant training and disseminate to staff.	Pastoral Team PSHE Lead – Autumn 23

A positive image of civil partners – having the same rules, benefits or requirements as married couples.	No Outsiders work PSHE curriculum planning	Ensure a LGBT+ inclusive environment. Audit provision and impact. Whole school training	PSHE Lead – Autumn 23 Headteacher - ongoing
A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives.	No Outsiders work LGBT+ Curriculum planning Implementation of RSE policy	Ensure a LGBT+ inclusive environment. Equality Impact Assessments to be undertaken.	PSHE Lead Headteacher – ongoing.
Positive images and a positive attitude towards disabled people.	Accessibility plan shared. Positive images featured throughout resources and environment. No Outsiders assemblies Curriculum planning Sharing of role models e.g. Paralympian	Ensure sufficient texts incorporate positive disability images. Source a range of visitors which promote positive role models.	English Leads Autumn 23 All subject leads / class teachers – ongoing.

Equality Impact Assessment

Aims: To ensure everyone is treated equally in our community

Impact upon different people with different protected characteristics:

It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the school vulnerable to discrimination claims. For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

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

b. Relevant differences should be recognised.

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

c. Workforce development

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

d. Positive attitudes and relationships should be fostered

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

e. Society as a whole should benefit

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

f. Current inequalities and barriers should be addressed and reduced

In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation

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

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

General Issues Include

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

Staffing Proposals:

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

Children and Families, Carers and Lone Parents

Issues Include

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

Sexual Orientation Issues Include

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

Disability Issues Include

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

The information in the table below demonstrates how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

Equality Group	Issue	How this group is taken into account?	Action
Age	The need for fair and safe recruitment procedures to be followed and closely monitored.	All staff are given equal access to recruitment opportunities irrespective of their age. Age has been taken off all application forms. Employees are free to work beyond a pensionable age.	Continue to implement and monitor fair recruitment procedures.
Disability, SEN and Carers	<p>Ensuring flexibility, wherever possible, in service delivery and employment for people with caring responsibilities.</p> <p>Supporting children that are carers.</p> <p>Ensuring exposure to different disabilities in the curriculum.</p> <p>Providing translation and interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers/readers of foreign languages.</p>	<p>Local Authority employment policies have all been adopted by the Governing Body.</p> <p>Pastoral team and PSHE signpost families to Young Carers,</p> <p>Subject leaders ensure texts and resources include representation of all protected characteristics.</p> <p>Translators / Interpreters provided at key events such as parents evenings and celebration events.</p> <p>Year 6 children are taught sign language as part of the curriculum enrichment programme.</p>	<p>To continue to implement all LA policies.</p> <p>School to continue to support children, their families and staff wherever needed to ensure equity of provision for all.</p>

<p>Gender (Sex)</p>	<p>Ensuring that gender stereotypes are avoided.</p> <p>Ensuring the same rules, benefits or requirements are given to civil partners as married couples.</p> <p>Ensuring discrimination by association does not occur – children who have same sex parents, carers or relatives should not be disadvantaged in any way.</p> <p>Potential for hate crime – transphobia.</p>	<p>Fair and equitable implementation of policies</p> <p>PSHE curriculum.</p> <p>No Outsiders philosophy visible around school and promoted in assemblies.</p> <p>Promotion of anti-stereotypical aspirational figures across the curriculum.</p> <p>Incidences of ‘hate crime’ related behaviour treated seriously and logged on CPOMS.</p>	<p>Review all related policies in line with policy review cycle.</p>
<p>Human Rights</p>	<p>Pupils and employees are treated fairly in the eyes of the law</p>	<p>All policies comply with human rights</p>	<p>Provide opportunities for human / children’s rights debates throughout the curriculum.</p>
<p>Gender Reassignment</p>	<p>Ensuring those who have been through, are going through, or are considering, the gender reassignment process experience the same rules, benefits or requirements as others.</p> <p>Potential for hate crime - transphobia</p>	<p>Awareness raised and acceptance promoted throughout the curriculum, in assemblies and through positive images and literature in school.</p> <p>No outsiders work.</p>	<p>Include in regular equality audits to ensure everyone is represented.</p> <p>Regularly monitor data around ‘hate crime’ type behaviour incidents.</p>

Race (Ethnicity)	<p>Ensure promotion of positive attitudes, good relations and positive interaction between all members of the community.</p> <p>Ensure exposure to different ethnicities both throughout the curriculum and in daily school life.</p> <p>Potential for hate crime-racism</p>	<p>Awareness and acceptance raised through lessons, assemblies and positive images and literature in school.</p> <p>Representation of all ethnicities throughout the curriculum, resources and literature used.</p> <p>Subject of racism tackled head on in PSHE sessions and assemblies.</p>	<p>Include in regular equality audits to ensure everyone is represented and treated fairly.</p> <p>Regularly monitor data around 'hate crime' type behaviour incidents.</p>
Marriage and Civil Partnership	<p>Ensuring everyone, regardless of marital status, chosen ceremony / relationship, experiences the same rules, benefits or requirements as others.</p>	<p>All families are recognised as being equal at Allanson Street Primary School.</p> <p>Awareness raised and acceptance promoted throughout the curriculum, in assemblies and through positive images and literature in school.</p> <p>No outsiders work.</p>	<p>Include in regular equality audits to ensure everyone is represented and treated fairly.</p> <p>Regularly monitor data around 'hate crime' type behaviour incidents.</p>
Pregnancy and maternity	<p>Ensuring no unlawful discrimination occurs</p>	<p>All LA policies and risk assessments are followed.</p>	<p>Ensure all related policies are reviewed in line with school policy review cycle.</p>
Religion or Belief	<p>Ensuring promotion of positive attitudes, good relations and positive</p>	<p>All religions / beliefs are recognised as being equal at Allanson Street Primary School.</p>	<p>We are a Christian School but value other faiths in our community and will continue to include them in our school.</p>

	<p>interaction between all members of the community</p> <p>Hate crime – religious bigotry.</p>	<p>A range of religions are explored through the RE curriculum.</p> <p>Awareness raised and acceptance promoted throughout the curriculum and in assemblies.</p> <p>No outsiders work.</p>	<p>Include in regular equality audits to ensure everyone is represented and treated fairly.</p> <p>Regularly monitor data around ‘hate crime’ type behaviour incidents.</p>
Sexual Orientation	<p>Ensuring everyone, regardless of sexual orientation, experiences the same rules, benefits or requirements as others.</p> <p>Hate crime - homophobia</p>	<p>Awareness and acceptance raised through lessons, assemblies and positive images and literature in school.</p> <p>Representation of different relationships throughout the curriculum, resources and literature used.</p> <p>Subject of homophobia tackled head on in PSHE sessions.</p>	<p>Include in regular equality audits to ensure everyone is represented and treated fairly.</p> <p>Regularly monitor data around ‘hate crime’ type behaviour incidents.</p>
Community Cohesion	<p>Communities get along well together with no groups isolated.</p> <p>Ensure cohesion and good relations are evident between different groups.</p>	<p>Groups are open to all with places allocated fairly.</p> <p>Activities are undertaken which promote children ‘giving back to’ and celebrating their own community.</p>	<p>Source new community partners and build relationships.</p> <p>Timetable community events at the start of the year to ensure no lost opportunities for engagement.</p>
Promoting Health	<p>Some cultures practice Unhealthy procedures such as FGM</p>	<p>Potential unhealthy safeguarding practices are reported.</p>	<p>Ensure annual staff training is undertaken to ensure staff are aware of FGM, can spot signs of these practices occurring and know how to report it.</p>