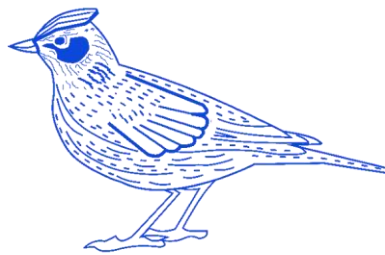




NORTHAMPTON PRIMARY  
ACADEMY TRUST PARTNERSHIP

# **Lings Primary School**

*Part of Northampton Primary Academy Trust Partnership*



## **The Equalities Scheme**

**Adopted: July 2015**  
**Review Date: July 2016 (Annual)**

### **The Equalities Scheme**

Name of School

Person(s) Responsible

Headteacher, Chairs Sub Group

Review Date

April 2016

Distribution

Governors and whole staff

Policy created in April 2012 by Headlands Primary School This Policy replaces Achievement for All (incorporating Equal Opportunities, Racial Equality, Multicultural Education, English as an Additional Language, Accessibility, Gender Equality) and the Community Cohesion Policy. The Accessibility Plan was added as an appendix in September 2012.

Policy reviewed April 2013 – changes made throughout

Policy reviewed April 2014 – changes made to pages 4, 6, 7,8,11,13 and to Appendix 5

Policy reviewed April 2015 – no changes

## **I Policy**

- 1.1 The Governing Body of Headlands Primary School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. [Your attention is drawn to our separate Bullying and Harassment policy.]
- 1.4 [Our Statement under Public Sector Equality Duty is attached as Appendix A]
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

## **2 Who is covered by the policy?**

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as **staff** in this policy).

## **3 Who is responsible for this policy?**

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy [and reporting on the progress made in achieving targets set by the Governing Body]. Day-to-day operational responsibility [, including regular review of this policy,] has been delegated to School's Multicultural Co-ordinator.
- 3.2 All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.

## **4. Scope and purpose of the policy**

- 4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

## **5. Forms of discrimination**

- 5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

- 5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- 5.3 Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- 5.4 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.
- 5.5 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

## **6. Discipline and Termination of Employment**

- 6.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.
- 6.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

## **7. Disability discrimination**

- 7.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.
- 7.2 If you experience difficulties at work because of your disability, you should speak to your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.
- 7.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff.

## **8. Fixed-term employees, Casual and Agency Workers]**

- 8.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

## **9. Part-time work**

- 9.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately [under our Flexible Working Policy].

## **10. Breaches of this policy**

- 10.1 If you believe that you may have been discriminated against you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter through our Harassment and Bullying Policy.
- 10.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not

be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

- 10.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

## 11. Monitoring and review of the policy

- 11.1 This policy is reviewed annually by the Personnel Committee.
- 11.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.
- 11.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting Multicultural Co-ordinator.

## Education and the Equality Act 2010

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, providing a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The term '**protected characteristics**' is used as a convenient way to refer to the categories to which the law applies.

The eight protected characteristics are:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and maternity
- Age (as an employer)
- Religion or belief
- Sexual orientation

From 6 April 2011 all education settings have a general duty to annually publish clear information about how they have considered and acted upon three main equalities aims, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

In addition to the annual publishing of **equalities information**, education settings also have a duty to prepare and publish **equalities objectives and an action plan** at least every 4 years.

The public sector Equality Duty 2011 has three aims under the general duty for schools/academies/settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school/academy/setting\*\* has considered how well we currently achieve these aims with regards to the eight protected equality groups: race; disability; sex; gender reassignment; age; pregnancy and maternity; religion and belief; sexual orientation.

In compiling this equality information we have:

- Identified evidence already in Headlands Primary School of equality within policies and practice and identified gaps.
- Examined how our school/academy/setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Matrix I - Equalities information already held

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Figures from different races; dressing up clothes; assemblies; reading schemes represent different cultures and library has dual language and bilingual dictionaries; PSHE curriculum; work/displays (See evidence file with JT). Access to a 'Worry Box' to share concerns. Images of different children in school prospectus. Families have access to family support to share concerns.	Support given in and out of class by Multi-cultural Co-ordinator.	Positive role models; posters; books; family groups; sharing resources & knowledge; inviting adults including parents from different cultures; letters available in different languages if required. Weekly Multi-cultural club.
Disability	Inclusion; access slopes; toilets; care plans; unit provision at school; Lift to first floor, sensory room, soft play. Small world characters. Access to a 'Worry Box' to share concerns. . Images of different children in school prospectus. Families have access to family support to share concerns.	Staff training; pupil awareness; use of external agencies	Celebrating differences, reversed integration; whole school ethos of inclusion (Unit Provision)
Sex	M/F facilities (changing rooms, WC etc); attainment and attendance data; safe recruitment policy; separate changing areas for Y5 and Y6. Broad range of texts to appeal to boys and girls. Access to a 'Worry Box' to share concerns. . Images of different children in school prospectus. Families have access to family support to share concerns.	Planned activities of interest to both sexes; inclusive improvement opportunities; inclusive sports opp's; planned programme of role models in school; SEAL; PSHE; planned programme of role models on staff team and visitors	Shared activities that ensure the curriculum appeals and is accessible to all. Mixed gender sports teams and activities.
Gender Reassignment	Safe recruitment policy		Deal with on a case by case basis; professional support
Pregnancy and Maternity	Flexible time off for antenatal appointments, etc; re-training on return to work; continuity of care & teaching of pupils before & during maternity leave; adjustment to hours of work to current needs with agreement; support maternity/ paternity leave; choice of return date(s); keeping in touch days; provision of childcare facilities (feeding, changing, etc)	Maternity policy; return to work policy	Opportunities for new parents to bring their child(ren) in to visit; invite staff to functions & productions; keeping in touch days

Age	No mention of age on application forms or at interview; provision of grouping children due to educational needs/ abilities; awareness of statutory school starting age. Access to a 'Worry Box' to share concerns. . Images of different children in school prospectus. Families have access to family support to share concerns. Creche provided for many school events.	Recruitment policy; clubs open to all ages-running it and joining it from Y2 upwards (due to energy levels and length of day)	Harvest baskets; choir visits; crèche at school productions. Elderly visitors to the school to share experiences and visits to elderly housing nearby
Religion and Belief	Verbal feedback from visitors; Healthy Schools; multicultural menus; photographic evidence of a range of visits; School prospectus; mission/ vision statement; collective worship policy; hate incidents and measures put in place. Option to be exempt from collective worship. Access to a 'Worry Box' to share concerns. . Images of different children in school prospectus. Families have access to family support to share concerns.	Involvement with local faith groups; quality provision for children unable to participate in certain activities (Christmas, Easter, etc); RE curriculum	Awareness of fasting and prayer times (during Ramadan); visits to a range of places of worship; celebrating religious festivals; SEAL; church use of school; parish magazine contributions; visitors from other faiths to share experiences. Staff awareness of different food requirements given beliefs
Sexual Orientation	SEAL; SRE; hate incidents & measures put in place. Mindful of different relationships. Access to a 'Worry Box' to share concerns		Circle time; SRE parents awareness of course content; literature (books/DVD). Situations dealt with on a case by case basis.



Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	Letters in other languages if requested; questionnaires to all, Iman meeting held, Liaison with local prayer centre, Views from multiethnic staff sought as appro, EAL children entering school system, Discussions about clothing and Ramadan. Children's Centre support	Revamped the curriculum; talking books; dual language books; access to family support workers/learning mentor; translators used as required; translations available on request through use of google translator;	Visitors from different cultural backgrounds; using translators/sign language; multicultural signs, home visits before starting school in Nur and Rec;
Disability	Questionnaires, Curriculum teaching, support for parents as required (eg signing). Children's Centre support. Additional time for tests (if appropriate). Detailed Transition Plans for those children who require it.	SENCo; family support workers; learning mentor; reserved parking space and reserved seats at performances; school lift, ramps; Home/School books; Home resources provided by school; regularly reviewed accessibility plan; Handrails to support access	Enlarged print; ramp access; disabled toilets; sign language at parents' eves; enhanced facilities for people with hearing, sight, mobility disability; making reasonable adjustments where required;
Sex	Uptake of girls/boys extracurricular activities; track girls/boys progress to monitor equality. Non discriminatory approach to school life. Children's Centre support	Opp's for both sexes to participate in extra-curricular activities (e.g. girls in football club, etc; promoting non-stereotypical roles; good number of staff attended training on engaging with boys;	Equal opportunities for both sexes including residential visits and before and after school clubs
Gender Reassignment	Children's Centre support		N/A
Pregnancy and Maternity	Children's Centre support, Parents and tots group run at school, Keeping in touch days, Consideration for flexible working following new birth. Honouring appointments.	Flexibility for staff in relation to parents evenings. Provide flexible working patterns for special events where required.	Pre-School aged children to crèche which school provides. Breastfeeding, changing facilities available on site.
Age	Children's Centre support, Harvest Festival assembly, Curriculum support (knitting, sharing experiences). Performances to local residents, All family invited to school events which frequently includes grandparents.	Preparation for retirement and pension information for all; Handrails to support access; School birthdays celebrate birthdays of young and old;	flexible working

Religion and Belief	Explain in RE why some people do not attend collective worship; people of other faiths visit school; awareness of a need for some pupils to withdraw due to religion/belief, circle time; school assemblies, Children's Centre support, curriculum links, Seeking support from Iman, parents from diff faiths sharing their experiences.	Pupils visit different places o worship; Celebration of significant religious events; library display;	Awareness of religious dietary needs; provide facility for people of different faiths to celebrate religious festivals; multicultural resources; prayer arrangements; Parents invited into school to talk about a specific faith that the children are studying.
Sexual Orientation	Assemblies about verbal/physical bullying; circle time; staff choice of disclosure; including same sex relationships when describing family units in UKS2 PSHE/SRE sessions; Children's Centre support; Sensitivity to children as they present concerns.	Use of family support worker/school nurse to support children & parents if required; transition focus if appropriate.	Bullying policy; meetings between affected parties; positive attitude;

Matrix 3 - your setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Good at this - lots in place	Good at this - lots in place	Some good practice in place – continuing to develop evidence collection
Disability	Good at this with successful integration of children with significant needs.	Good awareness	Good at this - eg DSP Coffee morning.
Sex	No issues evident	Good at this - lots in place	Good at this
Gender Reassignment	Dealt with as applicable	Dealt with as applicable	Dealt with as applicable
Pregnancy and Maternity	Good at this	Done well on this	Good at this as need arises
Age	Good at this	Improving	Good at this
Religion and Belief	Needs more work – transfer to action plan	transfer to action plan	Set Objective
Sexual Orientation	Dealt with as applicable	Dealt with as applicable	School anti-bullying group to focus on all types of bullying.

Matrix 4 - Equality Objectives and Action Plan (to be published by 6<sup>th</sup> April 2012, then at least every 4 years)

Protected Characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity between people who share a protected characteristic and those who do not	Foster good relations between people who share a protected characteristic and those who do not
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief	1) Invite speakers from a range of faiths to lead whole school assemblies and be more involved in the curriculum. 2) To create a multicultural club to learn about different language, faiths and cultures.		
Sexual Orientation	1) Continue to develop the Anti-Bullying groups work		

Other sources of guidance and information:

- Equality Act 2010: Advice for school Leaders, School Staff, Governing Bodies and Local Authorities
- Equality Information and the Equality Duty: Equality and Human Rights Commission
- The essential guide to the public sector equality duty: Equality and Human Rights Commission
- Equality analysis and the Equality duty: Equality and Human Rights Commission
- Equality Objectives and the Equality Duty; Equality and Human Rights Commission
- Engagement and the Equality Duty: Equality and Human Rights Commission

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.equalities.gov.uk](http://www.equalities.gov.uk)

[www.data.gov.uk](http://www.data.gov.uk)

[www.education.gov.uk](http://www.education.gov.uk)

# Headlands Primary School

## Accessibility Plan 2009 – 2015

### Introduction

For the clarity of this document, a disability is defined as:

**A physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

### The Accessibility Plan

The plan details the arrangements, over a six year period, that we are aiming to implement to increase accessibility for the school for pupils who have disabilities. The Plan is reviewed annually.

The plan focuses on three key areas for development, as recommended by the DDA.

- 1) Increasing access for the disabled pupils to the school curriculum
- 2) Improving access to the physical environment of schools
- 3) Improving the delivery of written information to disabled pupils

The plan is published in the schools booklet that also contains the governor's annual report to parents.

### Responsibilities

Where areas of the school are accessed by the general public the DDA places a requirement to remove the physical barriers to access (where reasonably practical) by October 2004. All subsequent building projects will have regard to improving disabled access.

## Headlands Primary School Accessibility Plan 2009-2015

<b>AIM1: To improve access to the physical environment</b>							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
<b>2.1</b>	<b>To provide easy and safe access to each year group area</b>						
2.1.1	To provide an access route for wheelchair using parents into the school's Nursery	Govs	Jan 06	£15,000	Sloped access into lower hall.	Govs	Wheelchair users to access Nursery via lower hall
2.1.2	To provide an access route for wheelchair using parents into the school's Year 1 area.	Govs	Dec 05	none	Wheelchair access provided	Govs	Wheelchair users to access Y1 via library
2.1.3	To provide an access route for wheelchair using parents into the school's Year 3 area	Govs	Dec 05	none	Wheelchair access provided	Govs	Wheelchair users to access via Y2 slope
2.1.4	To provide an access route for wheelchair using parents into the school's Year 5/6 area	Govs	Dec 05	none	Wheelchair access provided	Govs	Wheelchair users to access via lift.
2.1.5	To place high visibility, non-slip strips on stairs	CE	Jul 06	£100	Strips in place	HT	
2.1.6	To provide an adjustable ramp to allow emergency access from classrooms and lower hall	AL	Jul 06	£350	Ramp purchased	Govs	Ramp to be kept in lower hall for lets. To be used during day in class of wheelchair using child (when nec)

<b>AIM2: To improve access to the physical environment</b>							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
<b>2.2</b>	<b>To improve the management of people with disabilities</b>						
2.2.1	Office staff to attend renewed training on the management of people with disabilities	MSeY	By Sep 09	£400	SD and MS trained	Govs	
2.2.2	To install an induction loop to aid communication	MS	By Sep 09	£200	Induction loop installed and signed	HT	
2.2.3	To install signage to ensure visitors are aware of routes into school	AL	Jul 06	£500	Clearly signed route into school	Govs	

<b>AIM3: To improve the delivery of written information</b>							
REF	ACTION/ACTIVITY	RESP	TIME	RESOURCES	SUCCESS CRITERIA	MONITORING & EVALUATION	COMMENTS
<b>3.1</b>	<b>To be responsive to parental requests</b>						
3.1.1	To provide an interpreter, if required, to read out letters to parents for whom English is an additional language.	HT	Ongoing	Bank of parent helpers	Interpreter used	Govs	School has a database of willing parents and their language
3.1.2	To continue to offer translations as promoted on the school's letters	HT	Ongoing	None	Letters issued with footer	Govs	Has been in place for some time now
3.1.3	To respond, within reason, to parental requests for information in different formats	HT	Ongoing	£250	Money used as required	Govs	To put aside funding in school budget each year to fund any such reasonable requests.