

# **Equality Policy, Audit and Action Plan for *Eccleston Lane Ends***

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Title of Policy:

This document replaces:

Author:

Section:

Post Holder (will be responsible for keeping policy updated):

Related policies:

Date adopted by School Governors:

Date first published:

Version:

Policy Review cycle: 3 years

Date of last update: October 2022

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## INTRODUCTION

Eccleston Lane Ends 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 acceptable under any circumstances. In accordance with our *ethos statement*, we pledge to respect the equal human rights of our pupils, 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 victimisation

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- 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.

Eccleston Lane Ends will take 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 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 Eccleston Lane Ends 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, Eccleston Lane Ends 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 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 a 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
- Completing 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/carers and guardians 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)

## Equality Policy

*Miss Bond, Headteacher* is responsible overall for dealing with reports of hate-incidents

*Miss Grant* is responsible overall for Children with Special Educational Needs

### **Pupils, parents, visitors and contractors 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 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 condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language '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

## Equality Policy

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, this one applies to our school*

- *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 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
- Pupil Attainment

## Equality Policy

- The progress of pupils identified as having special educational needs
- Complaints
- Hate Incidents
- Satisfaction Surveys

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
- The meeting the need 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 (*Appendix 1*)

*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 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 (*Appendix 2*)

## Equality Policy

### **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 first annual report on progress against the Equality Policy and Action Plan will be produced annually (see front cover for date)

The Equality Policy and Action Plan will be reviewed at least once in the next three years.



## **EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR ECCLESTON LANE ENDS PRIMARY SCHOOL**

### **Equality, Accessibility and Cohesion Audit and Action Plan**

This audit will identify and set out how *Eccleston Lane Ends* 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 should 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 quarterly.

### **How to use the audit toolkit**

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. 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

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the school's equality policy). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ECCLESTON LANE ENDS PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
<b>Legal compliance</b>						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	X			Published on website alongside local offer.	Put this updated audit and action plan onto website.	<b>N.Loftus</b> October 2022
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	X			Updated version to go on website.	Put this updated audit and action plan onto website.	<b>N.Loftus</b> October 2022
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	X			See Governing Body mins.	Governors to have this available on Governor Hub. Headteacher to upload.	<b>S.Bond</b> October 2022
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	X			All policies include an equal opportunities section. Curriculum policies updated with equality section in September 2022 for Ofsted framework.	Embed into practice and review implementation of policies.	<b>Subject leaders</b> To review July 2023
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	X			The governing body has formally adopted all policies which have been recommended by the Local Authority.	Continue to ensure we comply.	<b>None</b>
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	X			Governors follow LA advice when implementing policies.	Continue to ensure we comply.	<b>T.Leather, Chair of Gobs</b> Termly FGB meetings

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ECCLESTON LANE ENDS PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
The context of your school						
7. Training on the Equality Legislation is given to all members of governing body.	X			School subscribe to Local Authority training.	Ensure new Governors are inducted.	<b>T.Leather Chair of Governors</b> As need arises
8. Training on the Equality Legislation is given to all school staff.	X			Included in staff handbook and induction procedures.	Annual production and update of Staff Handbook.	<b>S.Bond</b> September annually
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	X			Adopted Local Authority Policy (see website)	Policy updated at least every 3 years.	<b>Governors</b> 3 year policy cycle
10. 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.	X			All parents and children sign home school agreements.	Home School Agreement issued to all families.	<b>None</b>
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	X			A list of all policies are on the school website. Included in new intake induction pack.	None	<b>None</b>
12. 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	X			All incidents are managed and monitored. Recorded as part two minutes.	Continue to follow LA policy and procedures. Headteacher's termly report to Governors reports on this.	<b>Governors</b> Termly updates
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	X			Yes included all of this criteria.	The policy is up to date.	<b>Governors</b> 3 year policy cycle
14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	X			Pupils with disabilities are included in all aspects of school life including P.E. and sports. Use of coach with accessibility has been used frequently.	Annually look at accessibility practicalities for pupils with mobility challenges.	<b>C.Grant SENCO</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ECCLESTON LANE ENDS PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A ✓</b>	<b>B ✓</b>	<b>C ✓</b>	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
15. 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.)	<b>X</b>			All families have access in exactly the same way as other families.		
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	<b>X</b>			The Local Offer is published on the school website.	SENCo to keep the local offer updated. Create link to the LA local offer.	<b>C.Grant</b> Annually <b>N.Loftus</b> October 22
17. The school contributes appropriately to Pupil Education, Health and Care Plan	<b>X</b>			Statements have been transferred to EHCPs.	Continue to formally review EHCPs annually.	<b>C.Grant</b> Annually
18. 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).	<b>X</b>			Children at ELE come from St Helens as well as Knowsley.	SENCo to continue to liaise with both local authorities to ensure best provision especially on transition to high/special school.	<b>C.Grant</b> <b>As arises</b>
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	<b>X</b>			Outstanding OFSTED judgement and very positive parental questionnaires. Ofsted SES summarises evidence.	Continue to meet the needs of our particular community.	<b>S.Bond</b> Annual evaluation of SIP
<b>Monitoring and impact assessment</b>						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability		<b>X</b>		All recruitment applications for staff have included an equal opportunities form which is sent back to the Local Authority.	Need to take advice on records regarding sexual orientation. School follows LA admission arrangements where gender is identified by parents for pupils on entry. Check with LA.	<b>S.Bond</b> October 22
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	<b>X</b>			All policies are reviewed between 1-3 years.	None	<b>None</b>
22. Monitored data is analysed to identify disparities for protected characteristics, and the	<b>X</b>			We follow all Local Authority procedures and return all	The recruitment process ensures this is completed through data collection.	<b>This is completed</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ECCLESTON LANE ENDS PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
possible causes.				statistical information.		by the LA
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	X			Self-evaluation process informs all future policies.	Continue to monitor impact when new policies are adopted or other policies are reviewed.	<b>Governors</b> Every 1-3 years
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	X			All IEP'S are monitored at least termly. SENCO drop ins.	Firmly established in all classes through the SENCo	<b>SENCo</b> Termly Annually in formal way for EHCPs
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	X			We take on board Local Authority policy recommendations.	<b>None</b>	<b>None</b>
<b>Sense of belonging</b>						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	X			Children are given responsibilities such as School Council/Eco Council and JRSOs.	Continue to capture voice of the child and to feed this back into school improvement.	<b>S.Bond</b> Questionnaires/ focus groups throughout each year
27. 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	X			We have considered this role eg EAL Same sex parents are fully integrated into the school community	To continue to address parents correctly and for children to know that families are not all made of mum and dad and diversity is respected. PSHE leader to monitor curriculum delivery	<b>S.Bond</b> Bi-annual curriculum review
28. The school works with parents of children with special educational needs as equal partners in their child's education.	X			SEN drop ins Daily contact with a practitioner as appropriate. Regular IEP and review meetings	Continue with this outstanding practice.	<b>C.Grant</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR**  
**ECCLESTON LANE ENDS PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
<b>Teaching learning and curriculum</b>						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics	X			Through the curriculum and wider life of the school including assemblies.	Roll out of ELE Essence PSHE programme	<b>S.Bond</b> All policies reviewed every 1-3 years.
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum. <i>Use information from the Curriculum Equality Audit (Appendix 2) to help demonstrate compliance</i>	X			All adaptations have been made in order to include all children whenever reasonably possible.	To continue to adapt races for Sports Day and In house competitions for the physically disabled. To enter competitive sports through LA games.	<b>C.Grant</b> June annually
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	X			Some pupils have a bespoke curriculum including physical activity and sensory support.	Continue to provision map to meet the needs of SEND pupils.	<b>Class teachers</b> update termly for impact
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	X			Numerous interventions are in place to support needs identified. Read Write Inc Toe by Toe Beat Dyslexia Elklan S/L Count (Maths) etc	Continue to identify need through pupil data and pupil conferences.	<b>Class teachers</b> termly
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.	X			Good role models are encouraged to welcome new children in school. Children who have moved into school settle very well. Excellent responses from parents.	Full inductions completed.	<b>Class teachers and Learning Assistants</b>
34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the		X		School pays a service level agreement annually to have this service.	None	None

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Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
identified children						
35. Governors are able to identify examples of reasonable adjustments made at the school	X			See buildings section of head teachers termly report to governors.	None	None
36. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated	X			Other values and cultures are embedded into the curriculum through visits and visitors.	None	None
37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been addressed	X			All data is presented to Governors. This includes the categories named as well as vulnerable groups.	Continue to present data at least annually.	<b>S.Bond</b> Assessment Leader Annually
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	X			Only one child with fixed term exclusion in last 13 years. Fully reintegrated.	None	None
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	X			Policies are followed rigorously with outcomes positive.	Continue to follow policy. Rare incidents of bullying/hate are reported to Governing Body under Part 2	<b>S.Bond</b> Termly
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	X			Anonymised behaviour incidents and actions are summarised as part of headteacher's termly report to governors.	None	None
<b>Equity and Extended Services</b>						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	X			A strong feature of our school. All stakeholders involved in SIP and contribute through questionnaires.	Continue annually.	<b>S.Bond</b>
42. The Governors know of the impact of: <ul style="list-style-type: none"> <li>• Partnership arrangements with other schools</li> <li>• International links</li> <li>• Use of shared facilities</li> <li>• Opportunities for intercultural activities</li> </ul>	X			WC7 learning network. Achieved International School Award. Pram Pushers promote community cohesion.	Continue with successful partnerships.	None

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<b>Audit Area and Questions</b>	<b>A ✓</b>	<b>B ✓</b>	<b>C ✓</b>	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
43. The Governors know how funds such as-Pupil Premium have benefited children.	X			PP impact statements available on website.	Ensure Pupil Premium Report is updated annually and placed on website for public access.	<b>S.Bond</b> Annually
44. 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	X			Successful appraisal of headteacher. Headteacher is Assistant Director (schools) for Local Authority.	Leadership and Governance has been judged as outstanding in all aspects Jan 2015	<b>Governors</b> Appraisal Team Twice per year.



## Equality Impact Assessment for Eccleston Lane Ends

### **Appendix 1**

**Title of Policy, Decision, Practice or Programme:**

**Department:**

**Responsible Officer:**

**Date Completed:**

**Date Review Required:**

1. **Aims:** Please identify the main aims of the policy, decision or function?

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2. **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. (age, marriage and civil partnership do not apply to school provisions.)

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.

## **Equality Impact Assessment for Eccleston Lane Ends**

### **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 Schools vulnerable to equal pay or discrimination claims. The Schools 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.

***Please indicate in the table below 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 Impact Assessment for Eccleston Lane Ends

**'Issue' Column** for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

**'How will this be taken into account?' Column** evidence of how each issue is taken into account.

**'Action' Column** for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Disability/SEND	Car parking with disabled access.	Use of facilities.	Reminders of appropriate use in newsletters, texts etc.	S.Bond Regular reminders.
	Mobility into and around school.	Individual EHCP plans	Continue to make adjustments to toilet facilities eg handrails as children move classes.  Add ramps to access areas for children in wheelchairs.  Ensure all areas are wheelchair accessible eg width of doors and corridors.	Completed annually.  Ongoing programme. Annual update. September 2023
	Sensory diet for pupils with autism.	Appropriate and adapted curriculum.	Use of sports coach time and specialist learning assistant to provide a tailored curriculum offer (see provision maps/IEPs).	C.Grant Sept 2023
	Dyslexia friendly school.	Children with learning disabilities have appropriate access to the curriculum.	Formation of Caterpillar & Butterfly rooms with integration into main classroom where appropriate.  Whole school to learn Makaton.	C.Grant Nov 2023
	Hate crime – racism,	Local Authority	Train staff on dyslexia friendly classrooms.	S.Bond

### Equality Impact Assessment for Eccleston Lane Ends

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).  Community Cohesion.	employment policies have all been adopted by the Governing Body.  Involve whole school in working with a range of partners. Communities get along well together with no groups feeling isolated.	Get diagnosis and support plans for pupils. Implement and evaluate impact of dyslexia provision on individuals.  Ensure all staff understand their responsibilities to tackle and report all inequalities for identified groups. Staff handbook annually.  Hate crime is recorded and dealt with in school (rare instances). The Essence PSHE/RSE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.  Capture evidence of partnership work and it's influence on promoting a positive culture where everyone feel they belong.	Termly monitoring S.Bond PSHE review July 2024  S.Bond July 2024
Age	Staff are not employed because of their age.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	All staff can be employed irrespective of their age.  Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	Age has been taken off all application forms. Employees are free to work beyond a pensionable age.  Hate crime is recorded and dealt with in school (rare instances). The Essence PSHE/RSE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	
Gender (Sex)	Civil Partners – having the	All partners known as	Letters home.	Updated

### Equality Impact Assessment for Eccleston Lane Ends

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	<p>same rules, benefits or requirements as married couples.</p> <p>Discrimination by association – children who have same sex parents, carers or relatives.</p> <p>Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).</p>	<p>parents or carers.</p> <p>Through the PSHE curriculum.</p> <p>Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.</p>	<p>PSHE curriculum. Child to know that families are diverse and should be treated equally.</p> <p>Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.</p>	<p>annually</p> <p>S.Bond</p> <p>July 2024</p>
Gender Reassignment	<p>Having the same rules, benefits or requirements as others.</p> <p>Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).</p> <p>Toilets and changing</p>	<p>Through lessons, assemblies and positive images and literature in school.</p> <p>Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.</p>	<p>PSHE curriculum. Child to know that families are diverse and should be treated equally.</p> <p>Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.</p> <p>Appropriate books purchased for library.</p>	<p>S.Bond</p> <p>PSHE review</p> <p>July 2024</p>

### Equality Impact Assessment for Eccleston Lane Ends

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	areas.	Review offer	All staff and visitor toilets are gender neutral. KS2 toilets have a boys, girls and gender neutral cubicle.	S.Bond July 2024
Race (Ethnicity)	<p>Promote positive attitudes, good relations and positive interaction between all members of the community.</p> <p>Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).</p> <p>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>Through lessons, assemblies and positive images and literature in school.</p> <p>Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.</p> <p>Through early identification.</p>	<p>Positive imagery. ELE Essence PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.</p> <p>Home Languages celebrated – International Mother Language Day.</p> <p>Ensure children with EAL have fair access to the whole curriculum as required. Support families with translation and interpretation.</p>	<p>G.Lowry PSHE review July 2024</p> <p>C.Grant Embedded</p>
Marriage and Civil Partnership	Having the same rules, benefits or requirements	All families are recognised as being equal at ELE.	Continue to treat all parents equally.	Updated annually

### Equality Impact Assessment for Eccleston Lane Ends

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	as others.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.		
Pregnancy and maternity	Unlawful discrimination	ELE follows all Local Authority policies.	Ensure any amendments to policy go to Governors.	S.Bond Policy updates at least every 3 years
Religion or Belief	Promote positive attitudes, good relations and positive interaction between all members of the community.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).  Some cultures practice	All members feel valued and have equal rights.  Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.  Safeguarding	Update long term curriculum map. Follow the St Helens Agreed Policy for Religious education. Leadership training based on Lancashire model being adopted by St Helens.	G.Lowry Policy updated Oct 2023

### **Equality Impact Assessment for Eccleston Lane Ends**

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
	unhealthy procedures such as FGM	responsibilities  Report any potential unhealthy safeguarding practices.	Staff and volunteers understand that the priority is child protection. Cover in annual training and implementation of policy. FGM included on Essence Curriculum	Child Protection/ safeguarding Policy update Oct 2023
Sexual Orientation	Having the same rules, benefits or requirements as others.  Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry (included in each of the protected characteristics).	Report of any bullying or hate incidents.  Hate crime is recorded and dealt with in school (rare instances). The PSHE programme, assemblies, themed events as well as inclusive and tolerant culture monitored.	Staff training. Purchase of appropriate resources for libraries. Positive imagery. PSHE curriculum. Child to know that families are diverse and should be treated equally. Discussion in PSHE lessons or assemblies, specific lessons if it becomes an equality issue.	S.Bond PSHE review July 2024



**3. Publishing the results of the assessment:**

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

## Curriculum Equality Audit Template and Guidance

### 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 gender 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.

**The curriculum at Eccleston Lane Ends has been adapted and amended in light of the implementation of the revised Ofsted framework September 2019. Leaders have taken the opportunity to reflect on equality and have included this in each of the subject policies.**

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
1. Appreciate of the needs of others, insight into the lives of people from different backgrounds.	This is taught through the curriculum and in assemblies. Resources selected ensure that the protected characteristics are specifically celebrated and represented eg book spine, No Outsiders etc.	Continue to display the work from the focus weeks.	Subject Leaders – continually ongoing
2. Respect different points of view, recognising and respecting different viewpoints.	Pupils are encouraged through PSHE lessons, assemblies as well as other curriculum areas to listen to and to respect the viewpoint of others. This is an explicitly taught skill as well as being part of the school's ethos and culture.	Ensure there is evidence in books of respecting viewpoints. Connect lessons to our core values explicitly.	

## Curriculum Equality Audit Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
3. Experience and celebrate cultural diversity	The PSHE and RE long term map plots out how this is taught. The annual assembly calendar evidences this also.	Update the curriculum annually. Amend assembly calendar annually to fit in with significant dates from other religions and cultures. Evidence this work in books.	
4. Recognise commonalities shared by people from diverse and different backgrounds	This is taught through the curriculum and in assemblies. Resources selected ensure that the protected characteristics are specifically celebrated and represented eg book spine, No Outsiders etc. International Week celebrates children who speak additional languages.	Continue to display the work from the focus weeks.	
5. Appreciate culture in St.Helens and the local area.	In depth studies of the locality once per year for each class – Liverpool focus week. St Helens studied as part of Y3 classroom.	Continue to visit places of interest in St Helens such as the World of Glass, Prescott Museum and local libraries. Visit Liverpool too as part of the wider locality.	Trips mapped out for the year.
6. Recognise and challenge abuses, discrimination and injustice.	ELE Essence PSHE programme.	Purchase of additional books which reflect these issues for the library and book areas in classrooms.	N Fitzpatrick Languages and Communications Team Leader

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	Children are included in all activities. An example was a child going on a school trip in a taxi with compliant seat belts rather than on the coach which was problematic. Dyslexia friendly school – coloured overlays used where necessary, different coloured backgrounds etc. Visual timetables in use in all classes.	Continue to plan trips and visitors which encourage this.	

## Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	ELE follows all policies and procedures with regard to this.	Continue to encourage children to be kind, respectful and to treat people equally by being open about SEND. Each year these children tell the rest of the school about their SENDs and this helps the other children to treat them favourably.	Annual assembly calendar.
3. The appropriate use of translation and interpretation.	This facility is available if needed through the Local Authority.		C.Grant SENCo
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Done through the curriculum and through literature. Careers board to promote positive role models across a range of careers.	Further positive images through posters and displays. Subject book areas to promote positive role models. More books in library and reading areas in classrooms (see below).	Continually refreshed.
5. Can you promote opportunities for the interaction between groups that do not usually get to mix? For example, can you promote activity between pupils and their equivalents with one of our twin towns? (Chalon, France and Stuttgart, Germany)	School has achieved International School Award and has an evidence file of lots of different activities. An example is we link with a high school in France and enable their students to have work experience.	Continue to keep these links going.	R.Orledge ISA Leader
6. The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people	The curriculum gives children the opportunity to discuss their beliefs and that of others.  Implementation of the new St Helens Agreed syllabus.	RE leader has attended training on the implementation.	G Lowry Oct 2023

## Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
from particular groups should or shouldn't or can and can't do.			
7. An awareness of the support needs for children that are carers	School has signed up to the Local Authority's Young Carers pledge. Young Carers Day celebrated in school. Young Carers champions identified in school, display boards in school and area on website.	Continue to promote this through school.	As needed
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Discussion through RSE lessons. Taught sensitively and age appropriately through well used resource scheme.	Further positive images through posters and displays. Continue to replenish books in reading areas in classrooms.	S.Bond PSHE leader N Fitzpatrick English lead Feb 2024
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Discussion through RSE lessons in Years 5 and 6. Families and friendships strand in PSHE promotes all types of family.	As above. A recognition that ELE has same sex parents and our families are diverse.	S.Bond Induction PTA events
10. Positive images and a positive attitudes towards disabled people	We do this particularly well in school as we are fully inclusive. No Outsiders curriculum etc.	Continue with high profile focus on feelings and needs. Give pupils with SEND a voice (if they want to use their voice) to tell everyone about how they can help and support.  Examples: Knowing that a child needs hearing aids; assistance and awareness for a child with visual impairment; grab bags for child with epilepsy; sensory equipment for autistic children; space and adaptations for wheelchair users, whole school learning Makaton.	C.Grant SENCo Assemblies  Current needs at Oct 2023

## Curriculum Equality Audit Template And Guidance

<u>Name of Book</u>	<u>Author</u>	<u>Aspect</u>
Mr Sister Lives on The Mantlepiece	A.Pitcher	Religion
Wonder	R.J.Palacio	Disability
The Boy At The Back of Class	O. Rauf	Cultural Diversity
There's A Boy in The Girl's Bathroom	L.Sachar	Disability
Kick	M.Johnson	Disadvantaged