



LINCOLN GARDENS PRIMARY SCHOOL

SINGLE EQUALITY PLAN (Public sector Equality Plan) 2020 - 2023

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APPROVED: GOVERNING BODY	DATE: SEPTEMBER 2020
SIGNED:	ROLE:
TO BE REVIEWED:	SUMMER 2023

Lincoln Gardens Primary School

Equality Plan 2020 - 2023

Introduction & School Mission

In October 2010 the new *Single Equality Act (2010)* replaced all existing equality legislation (*Race Relations Act, Disability Discrimination Act and Sex Discrimination Act*). The new Act consolidates all sources of discrimination law within a single document and it is the responsibility of the school's governing body as the '*responsible body*' to ensure the school conforms to the requirement of the new Act.

Within the context of an education setting, the new legislation requires few changes to be made; for the major part much of the new Equality Act replicates content of the school's previous Discrimination Policy and we will continue to ensure that we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. As a school we are already committed to ensuring equality of education and opportunities for all children to achieve their best irrespective of their individual characteristics so that they can fully participate in school life. This provision extends to their parents, carers and others who receive services from the school as well as those employed by the school as members of staff.

The Governing Body of Lincoln Gardens Primary School, accepts its responsibilities under the Act in ensuring that there is no discrimination, victimisation or harassment against a pupil, their family, a member of staff or member of the governing body in relation to:-

Protected characteristics:

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

Furthermore, we accept our responsibilities in discharging our duties as a governing body in ensuring there is no discrimination against pupils or their families in the following:

- Admissions
- In the way we provide education for our pupils
- In the way we provide pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

The school as a public sector body is charged with additional responsibilities under Section 149 of the Equality Act (2010) described as the Public Sector Equality Duty (PSED). This duty requires us to:-

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

We will have due regard to advancing equality of opportunity by:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.

- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

We are therefore required to have due regard the above requirements throughout all decision making processes. We will therefore endeavour to take account of the protected characteristics of all our stakeholders (pupils, parents, staff, governors, external agencies as well as members of the local community) when producing and reviewing school policy. All stakeholders, therefore, have a part to play in informing and updating the school of individuals or groups who may require further consideration. This is particularly important for pupils and vulnerable adults who may not be in a position to effectively communicate their needs.

The aim of our Single Equality Scheme is to address our statutory duties with regard to each of the equality strands; providing a framework for self evaluation and review with an action plan to set future targets. We will promote and embrace an inclusive environment where diversity is respected by all.

Alan Smith & Michael Ogle

**Co-Chairs of Governors
Lincoln Gardens Primary School Governing Body**

Lincoln Gardens Primary School

Single Equality Scheme

2020 - 2022

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print or CD or if you would like the Scheme to be explained to you in your language please contact the School Business Manager on 01724 844430

Definitions

Parents: Any reference to a parent within this Equality Scheme is defined as with education law generally and refers to not only a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of a pupil.

Pupils: Any reference to pupils within this Equality Scheme refers to pupils on roll, former pupils and prospective pupils.

Staff: Any reference to staff within this Equality Plan refers to any member of staff employed by the school, any person employed through a third party (eg agency workers), any student or person on work placement at the school and any volunteer

1. Roles and Responsibilities

The Governing Body is responsible for:-

- Ensuring the school complies with relevant equality legislation
- Ensuring the school complies with the Equality Scheme and has in place adequate means of monitoring and review.
- Assessing the adequacy of the school's action plan
- Monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:-

- Ensuring that all procedures within the Equality Scheme are followed
- Ensuring the Equality plan is published in a variety of formats so that all stakeholders are aware of the school's policy and objectives.
- Ensuring the school has a clear plan of action for dealing with Equality issues when raised.
- Providing staff and governors with regular and sufficient information as to the effectiveness of the scheme
- Ensuring staff are aware of their responsibilities and arranging appropriate training and updates when required.
- Taking appropriate action in all cases relating to inequality issues as described within the Act.
- Enabling 'reasonable adjustments' to be made in relation to a disability with regard to pupils, parents, staff, governors and visitors to the school.

All staff are responsible for :-

- Identifying acts of inequality, such as racist, hate or homophobic incidents.
- Reporting incidents to the SST
- Promoting equal opportunities and fostering good relations between all groups.
- Being able to tackle bias and stereotyping
- Promoting community cohesion
- Avoiding discrimination against any person for reasons of ethnicity, disability or gender.
- Being aware of current legislation through in-house training and updates and if required at external training courses.

All staff and governors will be expected to act as positive role models to promote an ethos of inclusion and equality within our community and curriculum.

All visitors to the school, including contractors will be responsible for following the Lincoln Gardens Primary School Equality Scheme.

2 Embedding equality in our practice and policy

At Lincoln Gardens we acknowledge the need to exercise 'due regard' throughout all policy making and decision making processes and will assess the implications of our intended actions on those with particular protected characteristics. We will ensure that, as far as is reasonably possible, we take account of all equality implications throughout the planning and development of school policy. Review of such policy will be carried out regularly. Most importantly we will ensure that Lincoln Gardens promotes equality of opportunity in its day to day practice and interactions with the whole school community.

3 Curriculum.

We will foster a climate where children are actively encouraged to achieve of their best; providing equality of opportunity by:-

- Rigorous recording, monitoring and analysis of achievement
- Use of data to support improvement programmes and identify gaps in achievement
- Where appropriate, use contextual data to provide additional support to individuals and groups of children
- Ensuring that future targets are challenging, whilst meeting the needs of individuals; embracing the concept of personalised learning.
- Ensuring equality of access to the curriculum for all children and where appropriate make reasonable and proportionate adjustments to remove barriers to facilitate learning.
- Promote curriculum content which reflects the diversity of the school and community population in terms of race, gender and disability.
- Actively encourage parents' involvement in their child's education
- Providing opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.

The school acknowledges that curriculum **content** is excluded from the provision of the new Equality Act in order to embrace a full range of issues, ideas and materials which reflect society as a whole and which will encourage pupils to develop a balanced viewpoint. The school acknowledges that in doing so children's learning will require an awareness of protected characteristics. Conversely, the way in which the curriculum is delivered **is** expressly contained within the provision of the Act and we will ensure that curriculum content is delivered in a fair and consistent way which does not disadvantage or discriminate against those with protected characteristics.

4 Legal Context for Diversity

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must:-

- eliminate unlawful discrimination
- promote equality of opportunity between disabled people and other people
- Eliminate harassment of disabled persons that is related to their disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled people in school, community and public life
- Take steps to account for a disabled person's impairments even when this may involve treating that person more favourably.

We will endeavour to ensure all those charged with delivering services within the school community are aware of and actively seek to prevent the following:-

- **Discrimination by Association** The school accepts its responsibilities under the Act to prevent discrimination of its pupils related to or associated with persons with protected characteristics.

- **Discrimination by Perception** The school accepts its responsibilities under the Act to prevent discrimination through the perceived values of individuals against pupils whether or not protected characteristics are involved.
- **Harassment.** As a school, we will ensure that no child suffers harassment because of a protected characteristic by creating a hostile, degrading, intimidating or offensive environment; thereby undermining that person's dignity.
- **Indirect Discrimination** The school will ensure that no individual or group with protected characteristics is disadvantaged by any policy, provision or practice whether intentional or unintentional
- **Victimisation** It is important that the school promotes an environment where individuals are not discouraged from raising genuine concerns, irrespective of whether this is related to a protected act or in support of an allegation of discrimination whether or not those concerns are later found to have no foundation.

5 Bullying

Although bullying does not fall within the scope of the Act with regard to the relationship between one pupil and another (this is dealt with under the school's Anti-Bullying Policy) the school will ensure that any case of bullying motivated by prejudices relating to protected characteristics is dealt with equally and firmly.

6 Disability

Definitions – “A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

- 'physical impairment' includes sensory impairment
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- Specific medical conditions such as HIV, multiple sclerosis and cancer are included irrespective of their effect.
- 'substantial' means more than minor or trivial
- 'long-term' - is defined as lasting or likely to last at least 12 months or more

The definition includes a wide range of impairments such as dyslexia, autism, speech and language impairments and attention deficit hyperactive disorder (ADHD). Whilst such impairments will normally only be defined as a disability if the effect on the child's ability to carry out day to day activities is substantial and long term (as defined above) the school considers it important that children with temporary or shorter term impairments will be afforded the same consideration.

6 Buildings – Accessibility

The school is aware of its obligations under the Equality Act to ensure those with disabilities are able to access the premises and facilities. The main school premises were completed in April 2004 prior to the implementation of Part M Building Regulations (2010) Access to and use of buildings. A subsequent extension to the front of the building complies with access regulations. Two additional and separate buildings on site are also compliant with Part M of the Building Regulations (2010). It should be noted that the school, as far as is reasonably possible, within the context of its duty to implement reasonable and proportionate adjustments, will endeavour to ensure no person is prevented, restricted or impeded in enjoying the facilities or services provided by the school.

7 Reasonable Adjustments Duty

We will take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. The 'reasonable steps' will take account of:-

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer

- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

Wherever possible the school will ensure there are processes in place through monitoring and evaluation to anticipate the needs of children requiring reasonable adjustments to be made.

The school is aware that the Reasonable Adjustments Duty will extend to include the provision of auxiliary aids and services to disabled pupils. We will provide auxiliary aids or services when the provision of such aids would alleviate any substantial disadvantage that any disabled pupil might face in comparison with non-disabled pupils. In all cases the school's available financial resources will be a consideration in determining reasonable adjustments. The school will therefore have due regard for the necessity to make 'reasonable adjustments' and provide auxiliary aids (when necessary) within its budget setting procedure and school development plan

8 Information Gathering

The involvement of a diverse group of stakeholders is instrumental in shaping our Single Equality Scheme and which will inform our Action Plan. We recognise that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address. In developing our Scheme, we will involve staff, pupils and parents in the following ways: -

- Encouraging the 'pupil voice' through the school council, particularly in relation to tackling inequality through under representation of particular groups.
- Utilisation and analysis of the school's information management system (SIMS) to produce relevant data pertaining to protected groups
- Analysis of the annual school census data.
- Analysis of the annual school workforce census.
- encouraging involvement of all stakeholder groups, i.e pupils, parents, carers, staff, governors, local community, outside agencies and the Local Authority.
- Use a variety of media to publish information and communicate the school's objectives.
- Monitoring and analysis of bi-annual parent perception monitoring report
- Other questionnaires as may be necessary to gather particular information and/or opinion as may be required to inform further objectives for the school's Equality Action Plan.
- Develop a working party represented by members of both internal and external stakeholder groups.
- Recording and monitoring of equal opportunity monitoring forms completed by applicants during the recruitment process.

In addition we will use the following information and data to review our Equality Scheme and assess the impact of provision:-

- Attendance data
- Racist incidents
- Bullying incidents
- Exclusions
- SEN register and provision
- Performance data, attainment and progress made
- Take up of sporting and extra-curricular activities
- Activities involving community engagement
- Activities designed to engage difficult to reach pupils and their parents

The following information will be collated and recorded with regard to staffing:-

- Recruitment monitoring by:-
 - Age
 - Gender and gender identity

- race
- religion
- disability

9 Equality impact assessment

The information gathered in order for the school to make reasonable assessments with regard to its compliance with equality legislation are as follows:-

- Age
- Gender and gender identity
- Ethnicity
- Home language
- English as an additional language
- Eligibility for free school meals
- Religion or belief

By gathering such information the school is better able to assess the impact of the scheme to promote equality across each strand of the Equality Act and thereby inform future objectives for the Equality Action Plan. The school is fully compliant with the Data Protection Act 2018 and General Data Protection Regulations in the collection, retention and processing of all personal and sensitive data collected and stored by the school relating to pupils and their families, staff and governors.

10 Positive Action

Through gathering information to inform our Equality Plan and provision of an Equality Impact Assessment the school may deem it necessary to put in place positive action provision in order to address the needs of specific groups or individuals with particular protected characteristics. For example providing targeted support in order to address barriers to learning, reduce attainment gaps of pupils making less than expected levels of progress. Positive Action may also be interpreted as providing additional support to children whose life chances are significantly reduced by social, emotional or any other factor deemed to significantly affect their ability to adequately access the curriculum or life enriching experiences. Any such action will be proportionate in achieving the relevant aim.

11 Recruitment and Staff Development

Throughout the recruitment process we will ensure that all applicants are dealt with in a fair and equitable manner and will not be subjected to discrimination in relation to any protected characteristic. Governors and staff as members of the school's appointments panel will not seek to disadvantage those with protected characteristics as a means to discriminate during the recruitment process. This includes requesting information relating to health or absenteeism prior to interview. Such information may, however, be requested as a condition of employment following interview.

The school's Continuing Professional Development policy provides training opportunities for all staff and will take account of the needs of individual members of staff with protected characteristics in making reasonable and proportionate adjustments in providing access to such professional development opportunities as are deemed necessary for the benefit of the school and the individual.

12 A Proportionate Approach

We will aim to ensure that in order to comply with the requirements of the Equality Act we will apply the principles of relevant and proportionality so that any actions we take in addressing equality issues relevant to persons with protected characteristics are proportionate to the level of disadvantage suffered and in achieving any legitimate aim. We will also apply the principle of anticipatory duty on review of school policy, action planning and financial planning with regard to the future needs of our stakeholders.

13 Monitoring and review

The effectiveness of this scheme will be reviewed and evaluated by the Equality working party on an annual basis or in response to specific requests, assessments or planned activities. The Headteacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

14 Publication

In accordance with (the Equality Act 2010 (Specific Duties) Regulations 2011) the school is required to publish information:-

- to demonstrate compliance with the Public Sector Equality Duty
- Equality objectives.

In the first instance publication will be prior to 6 April 2012 and thereafter annually. Objectives will be published every three years.

This policy statement is written in accordance with the Public Sector Equality Duty. Where individual data results are less than 3% which may result in identifying individuals, then data will be withheld. However, the governing body will consider whether publicising such data would provide relevant and important evidence of the school's commitment to its duty to conform to the Equality Act. Lincoln Gardens Primary School will review the policy annually or sooner (should changes to legislation be introduced during the intervening period).

Summer 2020

Related Policies

SEND & Inclusion Policy
Medical Conditions policy
Accessibility Plan
Health & Safety Policy
CPD Policy
Safeguarding Policy
Esafeguarding Policy
Child Protection Policy
Security Policy

Lincoln Gardens Primary School

Our Progress so far:-

	Actions and Date Implemented	Review Date
Rights Respecting	Staff have received Rights Respecting training which has been introduced across the school. This is successful in enabling children to understand the importance of 'putting things right' when they may have broken rules, caused offence, or disregarded the rights of others.	March 2016
School Council	School council is already in place. Members represent each year group are given the opportunity to put forward ideas and be involved in decision making processes. On-going. New representatives selected annually	April 2020
Disability Monitoring Pupils/Staff	Data is collected at admission and annually thereafter for pupils. The school's SENDco ensures EHCPs are adhered to and reasonable adjustments put in place. The school's 'open door' policy ensures dialogue is on-going between parents and school staff in meeting the needs of individual children. Data relating to staff is collected during the recruitment process. This is recorded in the school's MIS and personnel files. Staff have access to OH consultations when required and opportunities during Return to Work interviews to discuss reasonable adjustments. Staff are informed of Access to Work provision when required.	April 2020
Medical needs	The school complies with the DfE requirement to support pupils with medical needs. Policy in place since September 2014 with staff able to support children with chronic medical conditions and complex medical conditions (For example, asthma, diabetes, severe allergic reactions, epilepsy). This includes administration of medicines to allow children to continue attending school	April 2020
Parent surveys	Used with good effect throughout the year to provide opportunities for parents to voice their opinion. Parents have access to survey forms requesting feedback at all school events. Communication channels have been improved through the use of ParentMail. This has proved to be effective.	April 2020

Pupil surveys	Year 6 exit survey to parents and children which informs future school policy.	When?
Reasonable adjustments pupils	All resources and facilities are evaluated for efficacy and suitability put in place where doing so enables a disabled child to access the curriculum without undue disadvantage. On-going monitoring takes place as part of the risk assessment process for educational visits; taking account of the specific needs of individual children.	ongoing
Reasonable adjustments staff	Staff consulted on an individual basis to ensure they are able to fulfil their role without undue disadvantage of encumbrance. Data relating to staff is collected during the recruitment process. This is recorded in the school's MIS and personnel files. Human Resources alert the school to any concerns, recorded during health screening, which may affect the individual's ability to undertake the role they have been assigned to without reasonable adjustments being put in place. Staff have access to OH consultations when required and opportunities during Return to Work interviews to discuss reasonable adjustments. Staff are informed of Access to Work provision when required Reasonable adjustments are put in place where and when necessary.	On-going
Staff training	Awareness sessions to be arranged, monitored and recorded to ensure all staff have an understanding of protected rights and SEND affecting those within our school community.	?

Action Plan

	Objectives	Time Scale
Review of Policies – to ensure we have ‘due regard’ with regard to the Equality Act and are able to anticipate future needs of pupils and staff	To ensure policy wording reflects the specific needs of individuals and groups of pupils and staff. To assess support provided to ensure it fits the requirement to fulfil a reasonable adjustment. Updating individual subject policies	To be included in the governors’ annual review of policies – Spring/Summer 2020
Identifying groups for positive discrimination	To use accurate data in order to identify pupils who may be disadvantaged by under achievement as an individual with protected characteristics. The data will be used to ensure all pupils and staff enjoy equal opportunities.	Annually
Recording and monitoring of staff	The school has effective systems in place for the recording of personal and sensitive data relating to staff. This is held securely in the school’s MIS system with access held by key personnel only.	At recruitment and on-going.
Setting up a programme for impact assessment	To ensure provision is effective through monitoring progress as a result of introducing reasonable adjustments. Interventions to support pupils eligible for Pupil Premium are recorded and evaluated.	On-going
Recording of reasonable adjustments. This will include building provision into the budget which is proportionate and reasonable	To ensure block sum funding within the budget is utilised to provide all necessary resources to support SEN pupils. Ensures Pupil Premium and Sports Premium is used effectively to address achievement gaps and extend learning of more able children. Funding to provide reasonable adjustments is allocated on an individual basis to reflect the severity of disadvantage.	Annually
Reporting to governors	To ensure protected and vulnerable groups are reported upon annually to governors within SEND report.	Annually
Compliance with our duty as a public body	To ensure the school provides clear and accurate information relating to progress against policy requirements and priorities for action throughout the year.	Annually but at least every two years.
Ensuring our mechanisms for evidence gathering are in place and are adequate	To determine if the data we collect provides the school with sufficiently reliable and adequate information to address challenges	On-going

Do our visual displays reflect the diversity within our community?	To continue to embrace diversity within the school community pertaining to race, religion, ethnicity, gender, age, disability	On going
Consider the accessibility needs of pupils, parents and staff when sending out information	To endeavour to consider all available routes and channels of communication, including text, social media, face to face and through the school's open door policy. To ensure EAL children are adequately supported through interventions.	On going
Do we monitor success and achievement in terms of race, gender and disability?	Data is held within the school's MIS system and can be accessed by any individual or group or criteria.	
Are bullying incidents monitored in terms of race, disability and gender?	Bullying incidents are now recorded in CPOMS within each child's personal record. This allows data to be extracted against each of the relevant criteria.	On going
Do we have mechanisms in place to address issues raised by any of the above?	Regular review of incidents – also reported to local authority	On-going
What can we do to make the buildings, facilities, events etc more accessible	The school premises were built in 2003 and therefore comply with recent building regulations pertaining to accessibility. These will apply to future decisions relating to remedial works.	On-going
How could we utilise information gathered to inform and plan future staff training?	Regular review of data.	On-going
Do we have an adequate procedure for dealing with complaints	A complaints procedure document is available on the school website and in paper format if required.	Spring/Summer 2020