



# De La Salle School

## Single Equality Policy, Audit and Action Plan

St. Helens Council

2012 Single Equality Policy, Audit and Action Plan for Schools -Template And Guidance

### Single Equality Policy, Audit and Action Plan – Guidance and Template

This document is a refresh of the 2009 template Single Equality Policy, Audit and Action Plan for schools. This refresh has been conducted due to the implementation of the Equality Act 2010. This refreshed template policy should help schools meet equality, diversity and cohesion duties set out in law and should be used for guidance only and will need to be adapted to meet the schools needs.

Anything written in *blue italics* is a guidance note, or a place where information relating to individual schools is to be inserted. The blue italics guidance text can be removed when you are developing your policy.

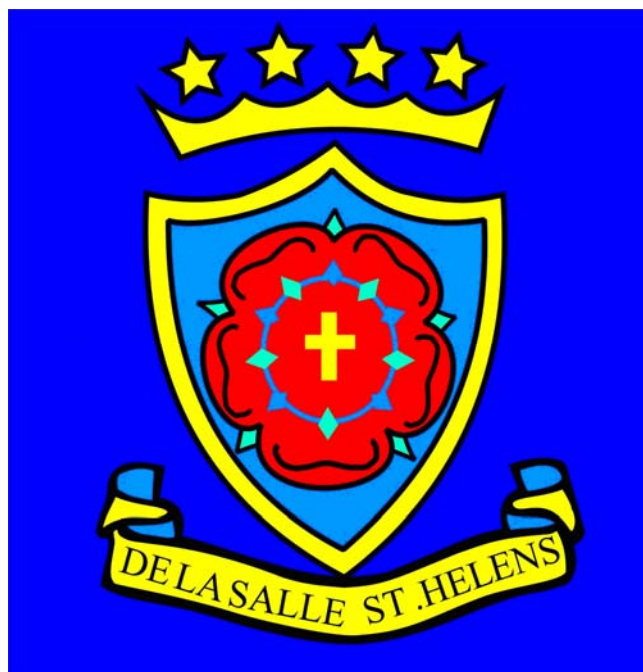
Equality legislation sets out employment and service delivery duties across the areas of equal pay, gender reassignment, sexual orientation, religion, age, cohesion, gender, race (ethnicity), disability, civil partnership and marriage; and pregnancy and maternity.

To improve efficiency and effectiveness the Children and Young People Service have produced this refresh of the template Single Equality Policy, Audit and Action Plan.

Support is available from the Council's Equality Team.

Please contact Simon Cousins, the Council's Equality Officer on 01744 676789 or email [simoncousins@sthelens.gov.uk](mailto:simoncousins@sthelens.gov.uk) for further information.

# Single Equality Policy, Audit and Action Plan for De La Salle School



**Title of Policy:** Single Equality Policy

**This document replaces:** Equality Policy 2013

**Author:** R D Nunnery

**Section:**

**Post Holder (will be responsible for keeping policy updated):** R D Nunnery, Deputy Head.

**Related policies:** Recruitment and Selection Policy, Pay Policy, Appraisal Policy, Special Educational Needs Policy, Behaviour Policy, Anti-bullying Policy, Accessibility Plan. (This list is not exhaustive – most school policies are part of the Equality agenda).

**Date adopted by School Governors:** 3<sup>rd</sup> November 2014

**Date first published:** Autumn 2014

**Version:** 1

**Policy Review cycle:** Annual

**Date of last update:**

## **INTRODUCTION**

De La Salle 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 schools employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our Catholic, Lasallian and Christian ethos *and* Mission 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.

St. John Baptist, De La Salle - Circular 461

*The anthropological view of human nature that motivates Lasallians recognizes and dignifies every human being as being unique, unrepeatable, and educable. Discrimination based on gender, culture, religion, sexual orientation or political affiliation has no place in the Lasallian educational mission. As social beings, humans are capable of establishing meaningful relationships. As spiritual beings, they are open to transcendent reality and the search for life's meaning. This holistic view of human nature includes intellectual, emotional, social, cultural, ethical, and spiritual dimensions.*

## **LEGISLATION AND DUTIES**

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

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

### **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 Special Education Needs And Disability Act 2001 (LA hopes this will be amended by Nov. 2014 and added here)**

The Special Education Needs and Disability Act 2001 sets a duty on schools and local authorities to

- Plan to increase physical and curriculum access for disabled pupil
- Provide and advertise parent partnership services
- Provide mechanisms for resolving disputes over SEN between parents and schools, without diluting the parents' right of appeal to the SEN Tribunal

### **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
- 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.

De La Salle School 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.
- **Consult stakeholders (*pupils, parents/carers/guardians and staff*)** on their perceptions of equality within the school and build the results of consultation into the equality policy. Evidence to include Information Evenings, termly Newsletters, 'Lasallian Expectations' document.

- **Assess and analyse** the impact of equality policies on pupils, staff, and parents/carers/guardians, in particular monitor pupil admissions, attainment levels and exclusions by disability, gender, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group. The Specific Duty of the Equality Act 2010 requires the publication of the results of this analysis, at least, annually.
- **Record all hate incidents** and report them to school governors on a regular basis (in line with the Government Guidance Document 2012, "Bullying - Guidance for Governing Bodies and School Leaders") (See Anti-bullying Policy)
- **Audit and monitor** curriculum teaching and learning methods to ensure they are 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.
- **Reasonable Adjustments** - the school will take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty applies to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:
  - Deciding who is offered admission as a pupil
  - The provision of education
  - Access to any benefit, service or facility.
- **Special Educational Needs duties** the school will not treat disabled pupils less favourably than non disabled pupils, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage. The School will ensure that it has prepared an accessibility plan to increase accessibility for disabled pupils. This plan must cover: the physical environment; the curriculum; and written communication (the Planning Duty). Where this plan has been completed the School will review its position in relation to the Planning Duty at least once a year.

**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, De La Salle School will
  - Publish sufficient information to demonstrate compliance with the general equality duty across its functions by 6 April 2012, and annually after that, from the first date of publication.
  - Prepare and publish equality objectives by 6 April 2012, 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 (ethnicity)
- Religion
- Sexual orientation

However, age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

### RESPONSIBILITIES

**Governors** are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
- Ensure that school functions and policies are equality impact assessed to demonstrate compliance with equality legislation.
- Ensure that an equality assessment of the curriculum has been completed.
- Monitor the school's Equality Policy and SEN Accessibility Plan at least once annually to ensure that their procedures are being followed.

**The Head Teacher** is responsible for:

- Producing, implementing and maintaining the school's
  - Equality Policy
  - Special Educational Needs Accessibility Plan (Responsibility of the SENCO)
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring the school has an 'anti-discrimination' policy (included within the Anti-bullying Policy) for dealing with and reporting hate incidents
- 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
  - Equality assessment of the curriculum
- Completing of the community cohesion audit and self assessment
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school
- Publishing information to demonstrate compliance with the general equality duty across its functions by 6 April 2012, and annually after that, from the first date of publication

- Prepare and publish equality objectives by 6 April 2012, to demonstrate how the general equality duty will be met
- Revising and reviewing the School's Equality Policy and Plans every three years and report on progress annually to Governors
- Making sure the school equality policy and its procedures are followed
- Making sure the equality policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about them
- Producing regular information for staff and governors about the plans and how they are working
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability and religion

**All staff** members are responsible for:

- Dealing with all hate-incidents
- Advancing equality of opportunity and fostering good relations
- Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, gender, gender reassignment, pregnancy and maternity; and marriage and civil partnership
- Ensuring they follow the equality policy and procedures and take up equality training and learning opportunities provided by the school

**Teaching Staff** are responsible for

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models
- Mr W Daunt, Head teacher, is responsible overall for dealing with reports of hate-incidents
- Mr P Ross, Deputy Head, is responsible overall for Special Educational Needs

**Visitors and contractors** are responsible for:

Behaving in a non discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, gender, gender reassignment; marital or civil partnership status, pregnancy and maternity.

## **DEFINITION OF DISCRIMINATION**

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 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. However, unwanted conduct related to any of these protected characteristics that results in a pupil being disadvantaged would constitute direct discrimination.

***Victimisation***, which 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 WITH REGARD TO PUPILS

We will not discriminate unlawfully against children seeking admission, nor with regard to how pupils are treated, on grounds of gender, race, disability, sexual orientation (of the pupil, or their parents or carers), religion or belief, pregnancy and maternity. This includes discrimination 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.*

- *Schools with a religious character may give priority in admissions to applicants who are of their faith In the event of over-subscription; our admissions policy gives priority to pupils who are Catholic.*
- *School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief*
- *Schools with a religious character may be allowed to discriminate regarding sexual orientation, in certain circumstances.*
- *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 in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. (SLAs and contracts with external companies e.g. Cleaning, catering and ICT support must be included in this. Copies of these companies' policies to be lodged prior to the commencement of the contact)

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 ensure that it sends employment equality monitoring data to the Human Resources Section of the Children and Young People's Service, in a format specified by that agency.

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

*Schools with 150 or more fulltime staff must also monitor, if your school has 150 or more staff please add these to the list above. This includes De La Salle.*

- The race, disability, gender, age breakdown and distribution of your workforce (**Profile of all staff**)
- An indication of likely representation on sexual orientation and religion or belief, provided that no individuals can be identified as a result (**Survey of staff**)
- An indication of any issues for transsexual staff, based on your engagement with transsexual staff or voluntary groups

It is also recommended to provide information disaggregated by protected group on:

- Success rates of job applicants
- Take-up of training opportunities
- Applications for promotion and success rates
- Applications for flexible working and success rates
- Return-to-work rates after maternity leave
- Grievance and dismissal
- Other reasons for termination like redundancy and retirement
- Length of service/time on pay grade, and
- Gender pay gap information
- Pay gap information for other protected groups.

## **Exceptions**

Schools with a religious character may discriminate on grounds of sexual orientation, gender reassignment and religion, in some cases, in terms of employment of staff. These exemptions only apply where there is genuine religious reason, e.g. the appointment of a Head Teacher or Head of Department.

The School would discriminate on grounds of religion in terms of the appointment of a Head teacher, the Subject Leader of the RE Department and the Chaplain.

## **CONSULTATION**

We will consult with pupils and staff, parents, carers, and guardians, including disabled people and members of different racial minority communities, people from both sexes and people from all sexual orientations to identify what their opinion is in terms of the schools equality and cohesion performance. The outcome of this consultation will be reported to the school governors and the stakeholders involved. Any identified improvements will be included in the School's Improvement Plan

## **MONITORING AND ANALYSIS**

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

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment and achievement.
- The progress of pupils identified as having special educational needs
- Governor Profile

- Complaints
- All 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 will develop an Equality Impact Assessment process that will incorporate each area of equality duty. The Equality Impact Assessments will be carried out on all of our 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 will be 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.

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 (*see appendix 1 for template EIA*).

### **EQUALITY AND COHESION CURRICULUM AUDIT CHECKLIST**

The School will develop a curriculum audit tool. This will ensure that each member of teaching staff will use inclusive and positive images of a diverse community and examples that promote good community relations. They 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 not do (*see appendix 2 for template*).

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

## **REPORTING PROGRESS**

School Governors in the 'Lasallian' Governors Committee will monitor the School's Single Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Single Equality Policy 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 Single Equality Policy and Action Plan will be produced by Autumn 2015

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

Signed: Mr P Topping, Chair of Governors

Date:

Signed: Mr W Daunt, Headteacher

Date:

## **EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL**

### **Equality, Diversity and Community Cohesion Audit and Action Plan**

This audit will identify and set out how De La Salle 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, Diversity and Community Cohesion Audit should be reported to the school governors and the tasks and priorities identified should be used to develop a Single Equality Policy Action Plan for the School. School Governors should monitor progress against the actions within the Single 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 schools single 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.

# De La Salle School

## Single Equality Policy, Audit and Action Plan

St. Helens Council

2012 Single Equality Policy, Audit and Action Plan for Schools -Template And Guidance

De La Salle School Equality, Diversity and Community Cohesion Audit.

Last updated: May 2014

| Audit Area and Questions   | A<br>✓ | B<br>✓ | C<br>✓ | Evidence   | Tasks and priorities   | By Whom<br>and Date  |
|--|--------|--------|--------|--|--|--|
| <b>The context of your school</b>  |        |        |        |  |  |  |
| 1. The Governing Body, staff and other stakeholders have defined what “equality, diversity and community cohesion” means to them |        | #      |        | Single Equality Policy to be adopted by GB<br><br>School Mission Statement(in process of being reviewed – SYCOL) | To be presented to the Lasallian Committee 3.11.14 and Full Governors 25.11.14<br>Policy to be sent out prior to the meetings and any comments to be emailed to Chair of Governors in advance of meetings. | <b>RN Deputy Head</b><br><b>3.11.14</b><br><b>25.11.14</b>             |
| 2. Training is given to all members of Governing Body and staff on the issues of equality, diversity and community cohesion      |        | #      |        |  | Simon Cousins to undertake training with SLT and Governors.  | <b>S. Cousins</b><br><b>SLT</b><br><b>RN</b><br><b>Spring 2015</b>     |
| 3. The make up the Governing Body and staff reflects the community served by the school  |        | #      |        | All Governor categories represented.   | Recruitment to ensure this reflects the community we serve whilst being mindful of the skills required.  | <b>P Topping,</b><br><b>Chair of Governors</b><br><b>November 2014</b> |

## EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL

| Audit Area and Questions  | A<br>✓ | B<br>✓ | C<br>✓ | Evidence  | Tasks and priorities   | By Whom<br>and Date  |
|---|--------|--------|--------|---|--|--|
| 4. The 'Executive Summary' (formally the SEF) contains judgements about how well the school promotes equality, diversity and community cohesion, backed up by examples within the document or elsewhere | #      |        |        | All judged 'Good' or better by OFSTED September 2013  | Ongoing review of policies and practice to continue to promote equality, diversity and community cohesion including Departmental self reviews. | <b>W Daunt<br/>SLT<br/>Governors<br/>Ongoing</b>                               |
| <b>Legal compliance</b>   |        |        |        |   |  |  |
| 5. School governors understand their general and specific duties under equality legislation, and take a lead in this area. Skills matrix to inform this process.  |        | #      |        | Minutes of meetings.  | Training by Simon Cousins of SLT, Governors and Staff  | <b>PT,<br/>MTBrown<br/>Vice Chair<br/>Governors<br/>and RN<br/>Spring 2015</b> |
| 6. Equality impact assessments are used to ensure due regard is given to equality duties within policies and functions such as pupil admissions, progress, attainment, exclusions and other key areas   | #      |        |        | All data is analysed by specific groups.  | Issues discussed at Leadership and full staff meetings.  | <b>WD, SLT, SLs<br/>Lasallian<br/>Govs. Feb.<br/>2015</b>                      |
| 7. The importance of logging, analysing and acting on complaints about discrimination from pupils, staff and parents is understood.   | #      |        |        | Complaints Policy....<br>All incidents are logged/filed and reviewed by a member of SLT       |  | <b>WD<br/>SLT<br/>Ongoing</b>  |
| 8. Staff respond fairly and consistently to hate motivated incidents and keep a record of all reported incidents.   | #      |        |        | Anti-bullying policy adhered to and all incidents are logged and monitored by a member of the | Training of all staff to promote consistency of practice.  | <b>WD<br/>RN<br/>SLT<br/>Pastoral<br/>Teams</b>                                |

# EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL

| Audit Area and Questions   | A<br>✓ | B<br>✓ | C<br>✓ | Evidence   | Tasks and priorities  | By Whom<br>and Date  |
|--|--------|--------|--------|--|---|--|
|  |        |        |        | Pastoral Team or relevant member of SLT.   |   |  |
| 9. Staff receive clear, consistent guidance and support to ensure compliance and delivery of equality objectives.  |        | #      |        | SLT and Governor training to take place Autumn term 2014   | Training of all staff members following SLT and Governors training.   | <b>RN<br/>Autumn 2014</b>  |
| 10. The school has an up-to-date, Equality Policy that covers all protected characteristics and functions and is linked to an action plan.                           |        | #      |        | This policy and plan.  | Action plan being devised from consultation meeting 7 <sup>th</sup> July 2014. Further consultation 2.10.14.  | <b>Presented<br/>To<br/>Lasallian<br/>Govs.<br/>3.11.14</b>                |
| 11. The Equality Policy is publicly available, easy to access and can be made available in different formats or <b>languages</b> .                                   |        | #      |        | <b>Will be available on the School website and available in different formats on request</b>                           | Policy and plan to be placed on the School website  | <b>RN<br/>Autumn 2014</b>  |
| 12. The Equality Policy is understood and supported by governors, staff, pupils and parents.   |        |        | #      |  | As part of consultation process an Item to be placed in the school newsletter.<br>Consultation meeting with Governors, staff, parents and pupils to discuss Equality and Accessibility. | <b>RN<br/>School<br/>Council<br/>Parent Govs.<br/>PTFA<br/>Autumn 2014</b> |
| 13. The Equality Policy is regularly reviewed in consultation with governors, staff, pupils, parents and groups representing the different protected characteristics |        | #      |        | <b>Home School Agreement<br/>Gov./Pupil link<br/>Pupil/Parent surveys<br/>School Council<br/>The 'Big Ask'<br/>SLT</b> | Annual review of progress against the Action Plan to be put in annual calendar.   | <b>RN<br/>Autumn 2014<br/>Autumn 2015</b>                                  |



# EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL

| <b>Audit Area and Questions</b>  | <b>A<br/>✓</b> | <b>B<br/>✓</b> | <b>C<br/>✓</b> | <b>Evidence</b>   | <b>Tasks and priorities</b>  | <b>By Whom<br/>and Date</b>   |
|--|----------------|----------------|----------------|---|--|---|
| 14. The School follows the Code of Practice on the Identification and Assessment of Special Educational Needs (DfES 2002).   | #              |                |                | See SEN Policy  | Monitored regularly with changes in legislation.   | PR<br>SENCOW<br>Marsden Gov.  |
| 15. The School makes effective use of delegated resources to support children with special educational needs.  | #              |                |                | See SEN Policy<br>Individual pupil reviews<br>Termly House Reviews<br>SENCO<br>ASD Provision Policy | Review of procedures with appointment of new ANC.  | RN<br>PR<br>SENCO,<br>WM.   |
| 16. The school has an up to date Accessibility Plan, which is being implemented.   |                | #              |                | See Accessibility Plan  | To be incorporated into the Single Equality Plan. Action to make Chapel and Performing Arts block fully accessible.                | RN<br>Site Manager<br>GF<br>Govs.<br>Business<br>Comm.<br>Autumn 2014 |
| 17. The School provides parents, carers and guardians with information about how to access a Parent Partnership Service.   | #              |                |                | Referral via SEN and ASD Departments  |  | SENCO, PR   |
| 18. The school will publish information to demonstrate compliance with the general equality duty of the Equality Act 2010 across its functions by 6 April 2011, and annually after that, from the first date of publication. |                | #              |                | Policies and Objectives.<br>Audit and action plan demonstrates compliance with Act 2011             | Policy and Action Plan to be published on the School website   | RN<br>Las. Comm.<br>Autumn 2014                                       |
| 19. The School will prepare and publish equality objectives by 6 April 2012, to demonstrate how the general equality   |                | #              |                |   | Policy and Action Plan to be published on the School website after being accepted by Full Govs. Equality Objectives to be reviewed | RN<br>Full Govs.<br>Autumn 2014                                       |

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
DE LA SALLE SCHOOL**

| <b>Audit Area and Questions</b>   | <b>A</b><br>✓ | <b>B</b><br>✓ | <b>C</b><br>✓ | <b>Evidence</b>   | <b>Tasks and priorities</b>   | <b>By Whom<br/>and Date</b>   |
|---|---------------|---------------|---------------|---|---|---|
| duty will be met.   |               |               |               |   | annually  |   |
| <b>Monitoring and impact assessment</b>   |               |               |               |   |   |   |
| 20. The school has an accurate, up-to-date profile of its pupils, staff and governors by race, gender, religion and disability (sexual orientation is optional).            |               | #             |               | <b>Staff and Governors</b><br><br><b>Census information and pupil database.</b>                               | Questionnaires to be devised for staff and Governors. (HR support to be requested)                      | <b>MCK</b><br><b>SLT</b><br><b>J Peet</b><br><b>Dec. 2014</b>                       |
| 21. The school has a list of policies that they will Equality Impact Assess and have a schedule for the completion of these Equality Impact Assessments                     |               | #             |               |   | <b>List of all policies and review cycle.</b><br><b>All policies to be EIA, schedule to be devised.</b> | <b>RN</b><br><b>Las. Govs</b><br><b>On going</b>                                    |
| 22. Monitored data is analysed to identify unjustifiable disparities and the possible causes.   |               | #             |               | <b>All data is analysed by group and action from the evaluation put in place.</b><br><b>Monitored by SLT.</b> | Ensure reported regularly to SLT and Govs. and challenged.  | <b>CW-Data Manager</b><br><b>SIC Govs.</b><br><b>J Cowley PP Gov.</b><br><b>MCK</b> |
| 23. The results of monitoring and equality impact assessments are published and discussed and inform: INSET priorities, curriculum reviews and school development planning. |               | #             |               | Monitoring and evaluation schedule informs priorities for training and review                                 | <b>To be implemented and ensure planning takes place.</b>   | <b>CW-Data Manager</b><br><b>SIC Govs.</b><br><b>Leadership Team MCK.</b>           |
| 24. The School systematically monitor, review and record the progress of pupils identified as having special educational  |               | #             |               | <b>SENCO records</b><br>ASD records   | <b>On-going provision maps regularly reviewed. Supply and Cover staff informed.</b>                     | <b>SENCO</b><br><b>PR ongoing</b>   |

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
DE LA SALLE SCHOOL**

| <b>Audit Area and Questions</b>   | <b>A<br/>✓</b> | <b>B<br/>✓</b> | <b>C<br/>✓</b> | <b>Evidence</b>   | <b>Tasks and priorities</b>  | <b>By Whom<br/>and Date</b>  |
|---|----------------|----------------|----------------|---|--|--|
| needs   |                |                |                |   |  |  |
| <b>Sense of belonging</b>   |                |                |                |   |  |  |
| 25. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion                  | #              |                |                | <b>Mission Statement<br/>Lasallian expectations<br/>OFSTED judgements Sept. 2013</b>  | Work of the Chaplaincy Team and Sycol  | <b>Pastoral Teams<br/>Las. Govs<br/>Sycol Leads<br/>Leadership Govs.</b>                             |
| 26. Staff and Governors know what is expected from them and what they can expect in return as expressed in codes of conduct, staff handbooks and policies | #              |                |                | <b>Annual Welcome Pack to all staff</b>   | <b>Appropriate policies to be reviewed and updated in line with the Single Equality Policy, Audit and Action Plan. Update Gov. recruitment material</b>    | <b>Appropriate responsible personnel.<br/>Annual<br/>PT<br/>MTB</b>                                  |
| 27. Governing Body meetings illustrate that the school has been made aware of and has responded to community views  | #              |                |                | <b>Open evenings<br/>Parents' evenings<br/>Information evenings<br/>Shows and concerts<br/>Arts Festivals<br/>Community Mass every Friday in Chapel<br/>Community use of facilities</b> | <b>Reconstitution of the Gov. body reflects these areas and views.<br/>New Govs. induction policy.<br/>Induction Policy for new staff and ITT students</b> | <b>2014-15<br/>Annual<br/>PT<br/>MTB<br/>SLT</b><br><br><b>Lynn Swaby<br/>Chaplain<br/>Site Team</b> |
| 28. The school has considered its role in serving the needs of groups new to the community and has worked with others to meet these needs                 | #              |                |                | <b>As above<br/>Welcome Mass and<br/>'Taster days' for new intake<br/>Year 6 pupils</b>   |  | <b>SLT<br/>On-going</b>  |

# EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL

| Audit Area and Questions   | A<br>✓ | B<br>✓ | C<br>✓ | Evidence   | Tasks and priorities   | By Whom<br>and Date                                |
|--|--------|--------|--------|--|--|--|
| 29. The school works with parents of children with special educational needs as equal partners in their child's education.   | #      |        |        | Aspirations – progression to Carmel, St Helens College.<br>Close relationship particularly in the ASD Provision.<br>Worldwide Lasallian community<br>Charity support |  | SENCO<br>PR<br>SLT<br>CBk<br>Las. Govs             |
| <b>Teaching learning and curriculum</b>  |        |        |        |  |  |  |
| 30. The curriculum is regularly assessed to ensure that it promotes equality and cohesion across all protected characteristics   |        | #      |        |  | Curriculum Audits to incorporate the new Equality and Cohesion Curriculum Audit Checklist pro-forma. | Deputy Head (PR)<br>SI Govs.<br>On-going.          |
| 31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.   | #      |        |        | SENCO and ASD assessments etc.   |  | SENCO and<br>CBk<br>On-going                       |
| 32. The school implements appropriate group and individual intervention programmes to address learning difficulties using the National Strategies Wave model and current legislation | #      |        |        | SENCO and ASD assessments etc.   |  | SENCO and<br>CBk.<br>SI Govs.<br>On-going          |
| 33. Governors and staff have evidence that curriculum activities promote shared values and build children's understanding of diversity   | #      |        |        | Mission Statement – promoting self-esteem, respect, aspiration and dignity. Lasallian expectations.  | Sycol process  | All Governors<br>SLT<br>Sycol Leads<br>Autumn 2014 |
| 34. The school has an action plan of work to meet the needs of its pupils in terms of  | #      |        |        | RE Department and work of House charities<br>EAL Support   | Sycol process  | C Bamber, SL<br>RE,                                |

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
DE LA SALLE SCHOOL**

| <b>Audit Area and Questions</b>   | <b>A<br/>✓</b> | <b>B<br/>✓</b> | <b>C<br/>✓</b> | <b>Evidence</b>   | <b>Tasks and priorities</b>  | <b>By Whom<br/>and Date</b>                         |
|---|----------------|----------------|----------------|---|--|---|
| cultural diversity  |                |                |                | Chaplaincy  |  | AM Harrison,<br>Chaplain<br>Sycol Leads<br>On-going |
| 35. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly                                  | #              |                |                | Pastoral system<br>EAL supporting pupils  |  | A Back, AHT<br>L S<br>Pastoral<br>Teams<br>On-going |
| 36. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children |                | #              |                | Targets for individual pupils.  | Plan to be formulated to study impact of support and funding.                              | Deputy Head<br>(PR)<br>Autumn 2014                  |
| 37. The Governing Body is aware of and has views on the way the locality shares resources for children with EAL   | #              |                |                | EAL student service funded by Pupil Premium allocation.   | Reports form Service to be shared with Govs.   | PR<br>RN<br>SI Govs.                                |
| 38. Governors are aware of levels of pupil mobility and how the school addresses these  | #              |                |                | Traveller Education Service.<br>Robust mid-year transfer support  |  | RN and<br>Pastoral<br>system<br>On-going            |
| 39. Governors and staff comment on the advantages of diversity within their community as well as tackling the challenges it presents                      |                |                |                | Minutes of Lasallian and other committee meetings<br>School IP and Self-review.<br>EPR and Citizenship IPs and S-Rs | To embed these principles in each of these processes, briefing SBFDM and SLs appropriately | Informed by<br>18/12/14.<br>Otherwise<br>ongoing    |
| 40. The Governors are able to identify examples to show that individuals with a disability are not at a disadvantage against                              | #              |                |                | SENCO and ASD reports/Support.  |  | SENCO and<br>CBullock, ASD<br>Lead                  |

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
DE LA SALLE SCHOOL**

| <b>Audit Area and Questions</b>  | <b>A<br/>✓</b> | <b>B<br/>✓</b> | <b>C<br/>✓</b> | <b>Evidence</b>   | <b>Tasks and priorities</b>  | <b>By Whom<br/>and Date</b>   |
|--|----------------|----------------|----------------|---|--|---|
| those without a disability   |                |                |                |   |  | <b>On-going<br/>SI Govs.</b>  |
| 41. The Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated  | #              |                |                | <b>Support funds<br/>Charity work<br/>Links with other school in particular the foreign exchanges and the annual Lasallian Camps.</b> |  | <b>SI Govs.<br/>Las. Govs.<br/>On-going</b>                                 |
| 42. The staff can provide examples where they have challenged assumptions and addressed sensitive and controversial issues around all of the protected characteristics |                |                | #              |   | Curriculum audits following staff training.<br>Staff to consistently challenge negative language.            | <b>SLs of all<br/>Departs.<br/>RN<br/>Spring 2015</b>                       |
| 43. The Governing Body knows how the school tracks relative underachievement by particular groups and how successful this has been                                     |                | #              |                | <b>Regular reports<br/>Pupil Premium Spending<br/>Plan/FSM/CLA</b>  | Appointment of Data manager CW<br>Sept. 2013 to work with SLT and SLs  | <b>SLT<br/>CW<br/>All SLs<br/>PT<br/>SI Govs.<br/>On-going</b>              |
| 44. Excluded or self excluded pupils are successfully re-integrated  | #              |                |                | <b>Support processes, including<br/>House and Emmaus<br/>Inclusion base.</b>  |  | <b>Pastoral Team<br/>LS<br/>On-going</b>                                    |
| 45. Approaches are in place to deal with prejudice, discrimination, bullying or harassment and, if used, have been successful  | #              |                |                | <b>Anti-bullying Policy and<br/>Restorative Justice process.</b>  | Consistent application by all staff monitored by the Las. Govs.<br>On-going work of the 'Listening service'. | <b>All staff<br/>SLT<br/>Las. Govs.<br/>SSPO<br/>J Henshaw<br/>On-going</b> |

## EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR DE LA SALLE SCHOOL

| Audit Area and Questions  | A<br>✓ | B<br>✓ | C<br>✓ | Evidence   | Tasks and priorities   | By Whom<br>and Date  |
|---|--------|--------|--------|--|--|--|
| 46. Staff have monitored discipline and exclusion patterns to highlight particular groups and have discussed these with the Governing Body  | #      |        |        | <b>Rewards and Sanctions<br/>Governors' Disciplinary<br/>Committee.</b>                            | Pastoral data is produced for all FTs on a two weekly basis to monitor issues at Form level.         | <b>SLT<br/>Pastoral Staff<br/>Las. Govs.<br/>On-going</b>            |
| 47. The Governing Body, senior staff and admin staff have been made aware of the school admissions code and its role in promoting equality, diversity and community cohesion  | #      |        |        | School Prospectus reviewed annually  | <b>Provide appropriate training</b>  | <b>SLT<br/>Las.Govs.<br/>On-going</b>                                |
| <b>Equity and Extended Services</b>   |        |        |        |  |  |  |
| 48. The SEF contains judgements on the contribution parents and other communities makes to pupils' learning and well being  | #      |        |        | <b>Parent and pupil<br/>questionnaires, PTFA<br/>committee.</b>                                    | Completion of the 'Big Ask'<br>Regular 'Survey Monkey' surveys.<br>Discussions with 'target groups'. | <b>PR<br/>ABk<br/>Las. Govs.<br/>SI Govs.<br/>On-going</b>           |
| 49. 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> | #      |        |        | <b>MFL Foreign exchanges<br/>Work with charities.<br/>Links with other schools e.g.<br/>SCART.</b> | Specific report to Governors on Foreign Exchanges and foreign visits                                 | <b>MFL<br/>Humanities<br/>Art Depts.<br/>Las. Govs.<br/>On-going</b> |
| 50. The governors know how funds such as Pupil Premium Funding have benefited the children  | #      |        |        | <b>Pupil Premium Spending<br/>Plan and its 'impact'<br/>Published on school website.</b>           | Governor Mrs J Cowley appointed Governor responsible for Pupil Premium Pupils.                       | <b>JC PP Gov.<br/>RN<br/>SLT<br/>Las. Govs.<br/>On-going</b>         |

**EQUALITY, DIVERSITY AND COMMUNITY COHESION AUDIT FOR  
DE LA SALLE SCHOOL**

| <b>Audit Area and Questions</b>   | <b>A<br/>✓</b> | <b>B<br/>✓</b> | <b>C<br/>✓</b> | <b>Evidence</b>   | <b>Tasks and priorities</b>  | <b>By Whom<br/>and Date</b>   |
|---|----------------|----------------|----------------|---|--|-------------------------------|
| 51. The governors can provide examples of speaking up as a body about barriers to equality, diversity and cohesion in the community   |                |                | #              | <b>Evidence from minutes of Lasallian and other committees</b>  | <b>Equality issues a standing item on Lasallian Committee agendas?</b>   | <b>Las. Govs.<br/>Ongoing</b> |
| 52. The 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 |                |                |                | <b>Gov.s L&amp;V committee &amp; Y appointed consultant(s) apply these standards in annual review meetings and headteacher appointments</b> | <b>Strengthening Community is a named strand in these processes, and an ongoing concern for Govs. L &amp; V.</b> | <b>Govs. L &amp; V group</b>  |



## De La Salle Equality Impact Assessment Template

### Appendix 1 **LIST OF POLICIES AND REVIEW CYCLE**

#### ***Governors' Meetings, 2014-2015***

| <b>DATE</b>                       | <b>MEETING</b>  | <b>ANNUAL ITEMS/ APPROVALS</b>   |
|-----------------------------------|---|--|
| <b>Monday 8 September</b>         | <b>3.15 Leadership &amp; Vision<br/>4.15: School Improvement<br/>Self-review</b>                                | WD attends<br>Review of results Improvement Plan &<br>Homework, Assessment & Marking<br>policies   |
| <b><u>Monday</u> 22 September</b> | <b>Full Governors'<br/>Report<br/>Business Meeting<br/>results review<br/>(4.15-6.15)<br/>Improvement Plans</b> | Review of Terms of Reference Appraisal<br>Pay Policy & Progression Examination<br>School's Self-evaluation form and<br>Financial Regulations/ Procedures/<br><b>Allocation to new committees</b> |
| <b>Monday 6 October</b>           | <b>Business</b>   | Health & Safety, Charging & Lettings<br>Policies<br>Fire Evacuation Policy   |
| <b>Monday 3 November</b>          | <b>3.15 Leadership &amp; Vision<br/>4.15 Lasallian</b>  | Safeguarding Policy Anti-bullying<br>Policy  |
| <b>Monday 17 November</b>         | <b>Business</b>   | Staff Absence Policy Staffing<br>Structure   |
| <b>Tuesday 25 November</b>        | <b>Full Governing Body</b>  | Election of Chair/Vice Chair/Clerk/Gov's' Forum<br>Rep   |

#### **C H R I S T M A S   H O L I D A Y S**

|                               |  |  |
|-------------------------------|--|--|
| <b>Monday 12 January 2015</b> | <b>School Improvement</b>                              | Curriculum Review & Planning<br>Approval of targets RAISEonline briefing   |
| <b>Monday 19 January</b>      | <b>3.15 Leadership &amp; Vision<br/>4.15: Business</b> | WD attends<br>Disciplinary, Grievance & Code of Conduct<br>Policies<br>CCTV and No Smoking policies Data<br>Protection |
| <b>Monday 23 February</b>     | <b>3.15 Leadership &amp; Vision<br/>4.15 Lasallian</b> | Equality Policy SRE Policy   |
| <b>Monday 16 March</b>        | <b>4.15: Business*</b>                                 | Budget setting Approval of<br>SLAs   |

## De La Salle Equality Impact Assessment Template

*\* date may change for budget setting*

|                         |                            |                        |
|-------------------------|----------------------------|------------------------|
| <b>Tuesday 24 March</b> | <b>Full Governing Body</b> | School Budget approval |
|-------------------------|----------------------------|------------------------|

### S P R I N G    B R E A K

|                         |  |  |
|-------------------------|--|--|
| <b>Tuesday 21 April</b> | <b>3.15 Leadership &amp; Vision</b><br><b>4.15: School Improvement</b> | WD attends<br>Improvement Plan Mid-year review |
|-------------------------|--|--|

|                      |   |   |
|----------------------|---|---|
| <b>Monday 1 June</b> | <b>3.15 Leadership &amp; Vision</b><br><b>4.15: Lasallian</b> | Collective Worship Policy    Asthma/<br>anaphylaxis |
|----------------------|---|---|

|                       |                 |                      |
|-----------------------|-----------------|----------------------|
| <b>Monday 15 June</b> | <b>Business</b> | Best Value Statement |
|-----------------------|-----------------|----------------------|

|                       |                            |                      |
|-----------------------|----------------------------|----------------------|
| <b>Tuesday 7 July</b> | <b>Full Governing Body</b> | Best Value Statement |
|-----------------------|----------------------------|----------------------|

|                       |                           |   |
|-----------------------|---------------------------|---|
| <b>Monday 13 July</b> | <b>School Improvement</b> | Improvement Planning & self-review<br>Progress towards school targets |
|-----------------------|---------------------------|---|

**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?

2. **Impact upon different sections of the School / Community / Staff Groups:** 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.

#### **Checklist – Impact upon different sections of the School/Community/ Staff Groups**

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment;

| Equality strand                        | People and aspects included   |
|--|---|
| Age                                    | Young, old and middle aged people.  |
| Disability / Special Educational Needs | Disabled people and pupils may have physical, mental, or sensory, visible or non-visible impairment. People who are carers for a disabled person. |

## De La Salle Equality Impact Assessment Template

|                         |   |
|-------------------------|---|
| Gender / Sex            | Men, women, flexible working and equal pay concerns.  |
| Human Rights            | <p>Any interference with an individual's rights must be proportionate to the intended aim and must not be arbitrary or unfair.</p> <p>Where the school is faced with the necessity to limit or restrict an individual's human rights the decision will only be taken if the interference can be justified in accordance with the law or is necessary in the interests of:</p> <ul style="list-style-type: none"> <li>• National security,</li> <li>• Public safety or the economic well-being of the country,</li> <li>• The prevention of disorder or crime,</li> <li>• The protection of health or morals,</li> <li>• The protection of the rights and freedoms of others.</li> </ul> |
| Pregnancy and maternity | It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.  |
| Race / Ethnicity        | People from the various racial groups contained within the census. This could include, for example, British Chinese people; British Asians or Black Britons; Travellers, Gypsies, Roma; those who are of Caribbean origin; people of mixed heritage or parentage; White Irish communities; and people of nationalities outside of Britain who reside here.  |
| Religion or belief      | People who have a religious belief; people who are atheist or agnostic; people who have a philosophical belief that affects their view of the world.  |
| Sexual orientation      | Heterosexual and bisexual men and women, gay men and lesbians.  |
| Transgender             | People who are thinking of, have started the process of or have undergone gender reassignment   |

**Department for Children, Schools & Families seven principles:** These seven principles, derived from the duties set out in relevant equality legislation and the duty on schools to promote community cohesion, 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,*

## De La Salle Equality Impact Assessment Template

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 avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.
- g. *Policy development should involve widespread consultation*  
People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

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

### **General Issues Include**

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – improving attitudes and values.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. twin towns (this has its own section within the table).

**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.

## De La Salle Equality Impact Assessment Template

### 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. Follow the Code of Practice on the Identification and Assessment of Special Educational Needs.

***Please indicate in the table below how the needs of different community or staff groups were identified and taken into account in relation to the policy, decision or function.***

## De La Salle Equality Impact Assessment Template

**'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 Strand                       | Issue | How will this be taken into account? | Action | Date to be actioned by |
|---------------------------------------|-------|--------------------------------------|--------|------------------------|
| General Issues                        |       |                                      |        |                        |
| Age                                   |       |                                      |        |                        |
| Disability – Including SEN and Carers |       |                                      |        |                        |
| Sex (Gender)                          |       |                                      |        |                        |
| Human Rights                          |       |                                      |        |                        |
| Gender Reassignment                   |       |                                      |        |                        |
| Race (Ethnicity)                      |       |                                      |        |                        |
| Marriage and Civil Partnership        |       |                                      |        |                        |
| Pregnancy and maternity               |       |                                      |        |                        |
| Religion or Belief                    |       |                                      |        |                        |
| Sexual Orientation                    |       |                                      |        |                        |
| Community Cohesion                    |       |                                      |        |                        |

# De La Salle School

## Single Equality Policy, Audit and Action Plan

St. Helens Council

2012 Single Equality Policy, Audit and Action Plan for Schools -Template And Guidance

### 3. Indirect discrimination

**Are there any rules or requirements in the policy / decision that:**

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

Yes / No

Please list the rules or requirements that apply

#### Checklist – Example for question 3

A policy requirement that 'only female staff clean female toilets' is a rule that excludes male staff and is to their disadvantage from an employment perspective, but this rule can be justified on the grounds of privacy or decency.

In contrast a change in policy that proposes a new regime that 'all staff must work the nightshift on a rotating basis' is the type of policy change that has been judged in case law to discriminate indirectly against women.

Statistics show that women are still the main carers within society. Because of this a considerably smaller number of women will be able to meet the nightshift requirement. The proposed change is to women's disadvantage from an employment perspective. Finally, this is unjustified, as the Equality Act 2010 states that flexible working alternatives should be considered in all such proposals.

|  |
|--|
|  |
|--|

### 4. Publishing the results of the assessment:

**Decisions** This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

## De La Salle Equality Impact Assessment Template

**Policy** This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

**Practices and Programmes** The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.



## Equality and Cohesion Curriculum Audit Checklist Template And Guidance

### Appendix 2

#### De La Salle Equality and Cohesion Curriculum Audit Checklist for Sc

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.

*This is not an exhaustive list*

| 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. |   |         |                  |
| 2. Respect different points of   |   |         |                  |

## De La Salle Equality and Cohesion Curriculum Audit Checklist Template And Guidance

| Enabling the learner to:   | How is (or could) this taken into account | Actions | By Whom and Date |
|--|---|---------|------------------|
| view, recognising and respecting different viewpoints.                             |   |         |                  |
| 3. Experience and celebrate cultural diversity                                     |   |         |                  |
| 4. Recognise commonalities shared by people from diverse and different backgrounds |   |         |                  |
| 5. Appreciate culture in St.Helens.  |   |         |                  |
| 6. Recognise and challenge abuses, discrimination and injustice.                   |   |         |                  |

| 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 |   |         |  |
| 2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry |   |         |  |
| 3. The appropriate use of translation and   |   |         |  |

## De La Salle Equality and Cohesion Curriculum Audit Checklist Template And Guidance

| Using the teaching programme to promote  | How is (or could) this taken into account | Actions |  |
|--|---|---------|--|
| interpretation.  |   |         |  |
| 4. Positive images of a diverse community: locally, regionally, nationally and internationally.  |   |         |  |
| 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)   |   |         |  |
| 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 from particular groups should or shouldn't or can and can't do. <i>(Faith schools can omit examples that deal with sexual orientation and gender</i> |   |         |  |

**De La Salle Equality and Cohesion Curriculum Audit Checklist  
Template And Guidance**

| Using the teaching programme to promote  | How is (or could) this taken into account | Actions |  |
|--|---|---------|--|
| <i>reassignment)</i>   |   |         |  |
| 7. An awareness of the support needs for children that are carers  |   |         |  |
| 8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples                           |   |         |  |
| 9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives |   |         |  |
| 10. Positive images and a positive attitudes towards disabled people   |   |         |  |