Fulford School
Single Equality Policy

Adopted: September 2017
Review: September 2019
Responsible: Mr Dan Bodey

The policy outlines the commitment of the staff and Governors of Fulford School to ensure that equality of opportunity is available to all members of the school community for our school. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include: -
- Students
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the staff i.e., school improvement services staff, school attendance service, inclusion support service, educational psychological service and CAMHS.
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Fulford School, equality is a fundamental key principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

Fulford School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference.

Every aspect of Fulford School activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

Fulford School's environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We are committed to giving all our students and staff every opportunity to achieve the highest of standards. Within this ethos of achievement, we will adhere to the requirements of the Equality Act by not discriminating against those with a disability, race, sex, religion, belief or sexual orientation and promote equal opportunities and good relations between and amongst all. In addition, there will be no discrimination against, pregnant females or new mother, staff, learners or volunteers undergoing gender re-assignment.

We aim to ensure that all members of our community promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background and makes a positive contribution to this policy. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to students of all groups.

Current Profile of the School

- We have 1300+ students with roughly equal percentage of boys and girls.
- Fulford School is oversubscribed and has grown in size.
- We have an Enhanced Resource Centre for students on the autistic spectrum. The capacity for this is 10 students and is currently full.
- A small percentage of our students are eligible and take up free school meals.
- The school deprivation indicator is well below the national average.
- The majority of students are White British which is above the national average but below the average for the City of York.
- Our teaching staff is predominantly White British, with a representation of other heritage.
- A very small percentage of students have English as an additional language.
- A very small percentage of students are supported at School Action, school action plus but a higher than usual percentage with a statement or EHCP.
- There are several students who have a disability or disability by association and for whom the school makes reasonable adjustments to their working practices when required.
- There are several members of staff who have a disability or disability by association and for whom the school makes reasonable adjustments to their working practices when required.
- There are several parents who require reasonable adjustments from the school to enable them to participate fully in their child's educational life.
- The school site is accessible to wheelchair users with the exception of the tower block in Babbage. All students with mobility issues are timetabled for the ground floor in the Babbage block.

Below is a list of legislation that we as a school used as our guidance when preparing this policy

- Equality Act 2010 which has replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy applies to all staff and students, as well as volunteers in school.

Racism and Racist incidents

The definition of racism or a racist incident in the school, and public services in general, is one taken from the Macpherson Report following the death of Stephen Lawrence. Racism and a racist incident are thus defined as:

"conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form". The report also states that a racist incident is "……. **any incident, which is perceived to be racist by the victim or any other person**".

The Commission for Racial Equality gives the following examples of racist incidents:

- physical assault
- derogatory name calling
- racist graffiti
- provocative behaviour such as wearing racist badges and insignia
- bringing racist materials into school
- verbal abuse or threats
- incitement of others to behave in a racist way
- ridicule for cultural difference such as language or food
- damage to property
- lack of cultural awareness leading to inappropriate for of address
- refusal to cooperate with others because of their race, colour, ethnicity or language
- racist comments in lesson discussions

This list is not exhaustive.

For staff dealing with racist incidents there are four key rules, which should be followed:

- Be available.
- Take the incident seriously.
- Record in writing the information given to you.
- Be seen to follow up the incident.

The school has procedures in place for dealing with incidents of racial harassment. Any such incidents should be reported to Mr Bodey, Deputy Headteacher. All incidents of racial harassment are recorded and investigated.

How the school will fulfil its commitment to race equality

Ethos

The school will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships, especially good relations between different ethnic groups
- Opposing all forms of racism and discrimination
- Creating an atmosphere of mutual respect and trust among all members of the school community
- Ensuring that all staff, students and parents are treated with respect and dignity

This will be achieved through curricular provision, extra-curricular activities, pastoral support, use of outside agencies and the impact of whole school polices/agreements e.g Code of Conduct.

Dealing with racism/racial harassment

The school will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LA. Please refer to the 'Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools'.

Achievement/attainment/assessment/progress

Procedures will be established to monitor attainment and achievement by racial group in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all students.

Attendance

Student attendance will be monitored by racial group and by using the data to develop strategies to address poor attendance and to evaluate any underlying patterns or concerns.

Behaviour/discipline/exclusion

The school will fulfil its commitment to race equality by monitoring student behaviour and exclusions by racial group and by using the data to ensure that procedures are applied fairly and equitably to all students.

Staff recruitment and career development

- Employment practices will be monitored and evaluated to ensure race equality with findings reported to the LA as required under the Act. All posts are advertised to attract the widest pool of applicants.
- All those involved in selection and recruitment are aware of the need to ensure equality.
- Applications for employment, training and promotion are monitored by ethnicity and the data is supplied to the LEA on an annual basis.

Community/parental consultation

The school will fulfil its commitment to race equality by working in partnership with parents and the community to develop positive attitudes to racial diversity. All parents will be informed of, and be encouraged to be involved in, the life of the school, regardless of linguistic or ethnic background.

Membership of the governing body

The school will fulfil its commitment to race equality by striving to ensure that membership of the governing body reflects the community it serves.

Professional development of all staff

The school will fulfil its commitment to race equality by ensuring equality of access to professional development and training for all staff. This will be monitored by racial group and reported, as appropriate.

Fulford School acknowledges the guidelines and advice from Oldham School Improvement Service, DCSF Developing the Equalities agenda, 2008 and beyond.

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time- consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non- disabled pupils.

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Schools and LAs are under the same reasonable adjustment duty, there should be no assumption that where it is unreasonable for a school to provide an auxiliary aid or service, for example on cost grounds, it would then be reasonable for the local authority to provide it. All decisions would depend on the facts of each individual case. If an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable.

Monitoring and Evaluation

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement plan and due regard is given promotion of all aspects of equality within the SIP.

The person on the staff responsible for coordinating the monitoring and evaluation is Mr Bodey, Deputy Headteacher. He will be responsible for:

- Leading discussions, arranging training, keeping staff updated to discuss equalities within the school community.
- Working closely with the governor responsible for this area who is Mr Pennington, Chair of Governors.

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Student progress is discussed in the Governors curriculum subcommittee.

As well as monitoring student performance information, we also regularly monitor a range of other information.

This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Parental involvement (at Parents' Evening, Progress Reviews and Year 8, 9 option and Year 11 post 16 meetings)
- Attendance data

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PD curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all student groupings;
- Take account of the performance of all students when planning for future learning and setting challenging targets as documented in the Department Improvement Plans and the School Improvement Plan;
- Make best use of all available resources to support the learning of all groups of students;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others.

To secure the desired outcomes we recognise:
- Teacher enthusiasm and skill is a vital factor in achieving a high level of motivation and good results from all students;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able;
- The school provides an environment in which all pupils have equal access to all facilities and resources;
- All students are encouraged to be actively involved in their own learning;
- The Teaching and Learning partnership shares good practice with regard to the range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all students.

Curriculum

At Fulford School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Students will have opportunities to explore concepts and issues relating to identity and equality;
- All students have access to qualifications which recognise attainment and achievement and promote progression.

Ethos and Atmosphere

- At Fulford school, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- Visitors comment on the friendly and 'openness' of atmosphere which welcomes everyone to the school;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity;
- Fulford School has earned the Advanced Inclusion Award 2006. There is good physical access to the school with six accessible parking bays and clear signage welcoming visitors;
- Fulford school completed key note disability equality work with the DfE in 2015;
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within Fulford School is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexual diverse society";
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of school community consistent with health and safety;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Fulford school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

The school views linguistic diversity positively. Students and staff must feel that their natural language is valued. Student and staff names will be correctly pronounced.

Language used in documents will reflect and promote equal opportunities and font style and size account of the full range of readers; and access to documentation such as alternative formats such as, large print and languages other than English, British Sign Language if spoken or read at home will be provided when requested. This aspect forms part of the Access Plan. Parents are consulted on their child's entry to school whether the parents have specific access needs.

Provision for Bilingual Pupils

Contact is made with Mr Bodey, Deputy Headteacher, to access EAL teaching. Their teaching programmes and guidelines are shared with staff for any student who is in the early acquisition of English. We undertake at Fulford School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- Heads of House and form tutors take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students;
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. (See Appendix C);
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. We aspire to include student's access to a balance of male and female staff at all key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Health related questions will not be asked until after a job offer is made.

Advertisements and job specifications will all carry a statement that this school is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age; People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.

Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.

The school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments and actual appointments; and inform the governing body's Personnel Committee whenever the governors request the figures.

- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff inductions;
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Harassment and Bullying

It is the duty of our school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical, cyber);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). The school has a clear, agreed procedure for dealing with incidents such as these;
- The Personnel sub-committee of the Governing Body monitors any incidents and actions taken, of racist, of homophobic bullying; and
- All incidents of racist or homophobic bullying amongst students will be taken seriously and must be dealt with appropriately and reported to the appropriate senior member of staff and governors.
- All staff have a legal duty not to bully or otherwise harass other staff;
- Serious breaches of this policy may be regarded as misconduct and will be heard through the school's disciplinary procedures.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all students to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

All parents/carers being encouraged to participate at all levels in the full life of the school;

- Setting up as part of the schools commitment to equality and diversity, a forum made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. sustainability, black history month celebrations, Eid celebrations.

Responsibility for the Policy

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The Link Governor for Safeguarding will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, sex, religion, belief or sexual orientation; pregnant or new mothers, anyone undergoing gender reassignment;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities 2017;
- Accessibility Plan 2016-19;
- Students' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Students' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;
- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school.

Impact Assessment

A template providing a framework for conducting an assessment of impact is attached to the policy in Appendix A

The guidance accompanying the framework is found in Appendix B

Appendix A

Impact Assessments: Questions for which quantitative and qualitative evidence is required when current policies are being assessed

Key Topics	Disability	Ethnicity	Gender	Religion
Outcomes for learners	. • Do our policies benefit all learners and potential learners, whether or not they are disabled? • Or are disabled learners excluded, disadvantaged or marginalised?	• Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? • Or are people from certain backgrounds losing out?	• Do our policies benefit all learners and potential learners, whichever their gender? • Or are outcomes different for females and males with some being disadvantaged?	• Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? • Are learners from religious or non religious backgrounds excluded, disadvantaged or marginalised?
Recognising relevant differences	• Is due account made of the specific needs and experiences of disabled people? • Or is a 'one size fits all' approach adopted?	• Is due account made of different cultural backgrounds? • Or is a 'one size fits all' approach adopted?	• Is due account made of women's and men's differing experience? • Or is a 'one size fits all' approach adopted?	• Is due account made of the specific needs and experiences of pupils from all religious groups? • Or are some excluded or not included?
Benefits for the workplace	• Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? • Or are reasonable adjustments for disabled staff not made?	• Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? • Or are some excluded?	• Do all members and potential members of the workforce benefit, whichever their gender? • Or are there differential impacts, both positive and negative?	• Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non religious background? • Or are some excluded or not included?

Attitudes, relationships and cohesion	• Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non- disabled people? • Or is there negativity and little mutual contact?	• Do our policies promote positive interaction and good relations between different groups and communities? • Or are there tensions and negative attitudes?	• Do our policies promote good relations between women and men? • Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	• Do our policies promote good relationships / respect / tolerance / similarities between all religious and non religious groups? • Or do they lead to hostility and promote differences / religious hatred?
Benefits for society	• Do our policies benefit society as a whole by encouraging participation in public life of all Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? • Or are disabled people excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? • Or are certain communities excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation in a public life of women as well as men? • Or are women excluded or marginalised?	• Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? • Or are some religious groups excluded or marginalised?
Positive Impact on equality	• Do our policies help to reduce and remove inequalities between disabled and non- disabled people that currently exist? • Or does inequality for disabled people continue?	•Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? •Or do barriers and inequalities continue?	• Do our policies help to reduce and remove inequalities between women and men that currently exist? • Or do inequalities, for example in seniority and pay, continue?	• Do our policies help to reduce inequalities between all religious and non religious groups? • Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?
Consultation, involvement and accountability	• Are our policies based on involvement of and consultations with disabled people? • Or are the views and experiences of disabled people not sought or not heeded?	•Are our policies based on involvement of and consultation with people from a range of backgrounds? •Or are certain views and experiences not sought or not heeded?	•Are our policies based on involvement of and consultation with both women and men? •Or are the views and experiences of women or men not sought or heeded?	• Are our policies based on involvement between all religious and non- religious groups or are the religious/non religious views of one group more prominent than another?

Appendix B

Principles and criteria for equality impact assessments

The DFE (previously DCSF) is adopting seven principles for the completion of Equality Impact Assessments, derived from duties set out in three different pieces of legislation and the duty on schools to promote community cohesion.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and should benefit from DFE (DCSF) policies, practices and programmes:

  • Whether or not they are disabled;
  • Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
  • Whichever their gender.

Principle 2: 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, in relation to:

  • Disability, so that reasonable adjustments are made;
  • Ethnicity, so that different cultural backgrounds and experiences of racism are recognised;
  • Gender, so that the different needs and experiences of boys and girls, women and men are recognised.

Principle 3: Workforce development

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

  • Whether or not they are disabled;
  • Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
  • Whichever their gender.

Principle 4: Positive attitudes and relationships should be fostered

Policies and programmes should promote:

  • Positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
  • Positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
  • Mutual respect and good relations between boys and girls, women and men.

Principle 5: 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 of:

  • Disabled people
  • People of a wide range of ethnic, cultural and religious backgrounds;
  • Women as well as men.

Principle 6: 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 between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Boys and girls, women and men.

Principle 7: Policy development should involve widespread consultation and involvement

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:

- Disabled people;
- People of minority ethnic, cultural and religious backgrounds;
- Women as well as men.

It is in the light of these seven principles that Equality Impact Assessments should be conducted.