

Highfield Nursery School

SINGLE EQUALITIES POLICY 2018-19



Nursery School

“We aim to provide a place where everyone matters. A place at the heart of the community where people learn and develop, get involved in decisions which affect them and their community, lead healthy lives, enjoy a high quality environment and feel safe. ”

This Single Equalities policy outlines the commitment of the staff, children and governors of Highfield Nursery 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 children the school, whilst celebrating and valuing the achievements and strengths of all members of the settings community.* These include:

- Children
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the setting
- Visitors to school
- Students on placement

At Highfield Nursery School we advance equality of opportunity between people who share a protected characteristic and people who do not share them. The protected characteristics being defined as = disability, gender assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that equality at our setting should permeate all aspects of the setting's life and is the responsibility of every member of the setting and wider community. Every member of the setting's community should feel safe, secure, valued and of equal worth. Our aim being to foster good relations across all characteristics and to eliminate discrimination, harassment and other conduct that is prohibited by the Equality Act 2010.

Our Mission Statement and vision says: "Right from the start Highfield Nursery School has a desire to implement a vision that will engage individuals and ensure each individual is given the opportunity to develop and make progress in all areas of learning and in life. A vision which commits us to making Highfield a place where everyone matters. A place at the heart of the community where people learn and develop, get involved in decisions which affect them and their community, lead healthy lives, enjoy a high quality environment and feel safe.

In 2014 Ofsted commented: This is a school where everyone is welcomed and valued. The passionate and dedicated nursery team believe all children and their families deserve the best they can offer. This commitment leads to consistently outstanding achievement for all children

Parents state that: Fantastic nursery everyone is very supportive, everyone really gets to know my child and notices the little things he does.

The Nursery in context

Highfield Nursery School provides early education and care for children aged 2-5 years and a breakfast, afterschool club and holiday club (limited weeks per year) for children aged 2 – 8+. The local area covers areas of significant disadvantage. The area is very mixed ethnicity with an increasing number of Eastern European families accessing the provision.

The school is physically accessible, ensuring access to services in the areas required by the planning duties in the Disability Discrimination Act 1995.

Information concerning the gender, ethnicity, languages and disabilities of pupils and staff is collected and recorded on SIMS bases which is regularly updated. This information is used to map performance and demographic trends and to ensure provision is continually developed to meet the needs of all. The governing body is representative of the local community.

The SENCO has a role to ensure equality throughout the settings. This will be achieved through:

- To have a direct impact on equality practice for the sake of all children within the setting;
- To be accountable for co-leading, managing and developing (with management) the equality and inclusion of all children, in line with the current statutory Early Years Foundation Stage, Equalities, Children's Rights and Human Rights legislation and good practice;
- To support parents/carers and staff in the setting to implement programmes that support all children in a rights respecting approach;
- To work in collaboration with setting and area SENCO's (Special Educational Needs Co-Ordinators) to promote the delivery of multi-strand equalities for Disabled children and their families.

Designated teachers with responsibility for co-ordinating provision for children with additional needs, and children in care, maintain confidential records and ensure that the needs of individuals are appropriately met.

Children's skills on entry are generally in line with age expectancy, however tend to be lower in communication and language and personal and social skills. The key issue of this setting is to support and challenge all children in reaching their expected levels of learning and development, thus narrowing the gap between the most disadvantaged and the others.

Ethos and Atmosphere

- The community surrounding Highfield Nursery School is mixed ethnicity with a range of first languages spoken. After English, Urdu is the most commonly used first language followed by Punjabi. A range of Eastern European languages are spoken by a small

minority of our families.

- The local mosque is in close proximity of our nursery and Islam is the main religion amongst the Asian families. The larger part of our community is non-denominational or Christian. Some Anglican churches are within a short walk of our nursery and centre and our Polish community have access to the local Catholic Church.
- At Highfield Nursery School the leadership of the setting community will demonstrate mutual respect between all members of the community
- There is an *openness* of atmosphere which welcomes everyone to the setting
- All within the setting's community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All children are encouraged to greet visitors to the setting with friendliness and respect
- The displays around the settings are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

Policy Development

This policy applies to the whole school and centre community and adheres to the Equality Act 2010. It has been drawn up and revised as a result of the outcomes of a transparent process and through consultation with:

- ◆ Staff – staff meetings lead by the SENCo
- ◆ Governors – Governors Meetings
- ◆ Parents/ Centre users – via school and centre websites and parents notice board

Monitoring and Review

Highfield Nursery School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our children:

- ◆ Through Lancashire Early Years Tracker data analyses between groups of children. We compare gender; race; children with SEND; and children who are eligible for Early Years Pupil Premium.
- ◆ Half termly attendance data compares gender data attendances
- ◆ Individual "Targeted Learning Plans" monitor the progress of children with additional needs.
- ◆ Monitoring of Behaviour Support Plans

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

Resources are available to support groups of children where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

Close monitoring of activities enables us to identify any differences in children's performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Highfield Nursery School is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The local authority collects information on staff in post, and applicants for employment and training, in order to identify potential discriminatory practice. This is analysed by gender, age, ethnicity, disability, marital status amongst other criteria.

We collect and analyse a range of profile information for our staff and governors: applicants for employment; staff profile; governing body; attendance at training events; disciplinary and grievance cases; staff appraisals/performance management; and exit interviews. All personal information is treated as confidential and is only accessed by the appointed interview panels, Headteacher and Admin officers. All records are kept in a secure location.

Due regard is given to the promotion of equality in the School Improvement Plan/Centre Development Plan. The persons responsible for the monitoring and evaluation of the policy and action plan are the Headteacher, the Assistant Head and SENCO.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

SOURCES OF EQUALITY INFORMATION

Information is stored on a secure server and uses SIMS for pupil and staff data.

School and Holiday club / Wrap around care – application form; postcode data; SIMS database; parent questionnaire, supervision meetings, performance management meetings; team and staff meetings.

Consultation

There are wide range of techniques to involve people in developing, changing and running all aspects of school/ centre life. They include:

- Parent questionnaires
- Parent Forums
- Parent meetings
- Team Around The Family meetings
- Annual review meetings
- Complaints, compliments and comments
- Partnerships- Primary Schools, WPEH, Early Years Consultation Groups, and various forums which staff attend.

DEVELOPING BEST PRACTICE

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping. We will plan according to those reflecting the cohort accessing provision within that time.
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour and sex stereotypes.
- Provide opportunities for children 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 pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that

- involve all pupil groups
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development
- During induction periods review the new cohort, consult with parents and plan for and enhance provision to meet the needs of this new intake
- Consultations with other professionals influences planning and provides a highly relevant level of support for vulnerable children
- Leaders and managers, through staffs supervision, ensure that all children are progressing well with learning and development and meeting their expected levels

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher / practitioner enthusiasm is a vital factor in achieving a high level of motivation and good results from all children
- Adults in the setting will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The setting should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The setting must provide an environment in which all children have equal access to all facilities and resources
- All children are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the setting to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

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

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context

- Be accessible to all members of the settings community

We encourage our families to bring in ethnical and cultural resources which reflect their cultures and ask families to share these with the children

Curriculum

At Highfield Nursery School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- The curriculum is very child centred and focuses on individual children's needs and interests
- Children will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the early years curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

Language

We recognise at Highfield Nursery School it is important that all members of the community use appropriate language which:

- Does not transmit or confirm stereotypes
- Not discriminatory or racist language
- 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 accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines. Such staff include a Football Coach, Music specialist and Dance Teacher.

Provision for Bi-lingual Pupils

We undertake at Highfield Nursery School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. We use family members and members of our Polish Group to support us with the induction of new children whose first language is not English. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the setting to ensure that different groups of children can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the setting community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- We encourage the career development and aspirations of all staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process

- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note: Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School. In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the setting
- Members of the local community are encouraged to join in setting activities
- Exploring the possibility of the setting having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher and SENCO has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the settings, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the setting's community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Highfield Nursery School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

What we do to ensure equality

- Implementation of the Equalities Policy
- Anonymous nature of the parent questionnaire
- Professional Development in supervision meetings allows staff to express their views confidentially and identify their concerns and needs
- Regular Parent meetings and consultations
- Whistle blowing policy
- Staff induction and training ensure that staff are proactive and confident to deal with difficult situations and know where to access support form external and internal sources
- Children's performance data shows that achievement of performance data of targeted groups have been raised and that the gaps in PSED and Communication and Language are closing
- Provision of appropriate support and differentiation in SEND and EAL
- Monitor and plan to close the gap between boys and girls attainment on exit levels
- Charges are sensitively applied
- Actively encouraging all families to take part in parenting courses and universal activities
- We provide supervised contact for children who are supported through Children's Social Care

Specific Equality Areas

This section of our scheme highlights what we have done to achieve for specific aspects of equality, and further action which we intend to take.

Race Equality: What we have done already to achieve:

- The School complies with County Procedures regarding the reporting of racist incidents. The school is pleased to report that in the last three years there has only been one return of an incident in respect of this.
- The School, Centre and Committee comply with the County Equalities Opportunities Policy when recruiting new staff.

Community Cohesion: What we have done already to achieve:

- **Promoting understanding of the schools context** through a programme of home visits for children as they start nursery and during parents meetings and induction.
- **Plans to promote community cohesion** by delivering diverse cultures and religions through curriculum planning such as Diwali, EID , Chinese New Year and St Georges Day; supporting international and local charities such as Children In need, Derian House.

Disability Equality: our building is fully accessible.

Gender Equality: what we have done already to achieve:

- The school is successfully closing the gap between the attainment of girls and boys as shown in end of Foundation Stage Assessments
- The School complies with County Council Equal Opportunities Policy when recruiting new staff.

Examples of recent achievement where the school uses equality information to develop and/or change an aspect of life or activity:

- We have used the information collected about disadvantaged two year olds to target two year old funding.
- Children's progress data now includes a sub group for low socio economic group to identify and address needs of these children within school.
- Early Education Funded places are allocated to targeted families.
- Gaps in staff knowledge can be addressed by access to a range of CPD training programmes.

Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on children, staff, parents and carers from the different groups that make up our setting. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

The setting will undertake specific duties in relation to the Equality Act 2010. They will publish information which shows they have due regard for equalities, as defined by the Act and publish at least one equality objective. The information will be updated annually and this annual updating will include an indication of progress on achieving the objectives. Objectives will be prepared and published every four years under the lead of the SENCo. (

Publicising the Policy

Our Single Equalities Policy is a public document and is made available to all stakeholders through our school website. The policy is made reference in our prospectus and hard copies are available in the Setting.

Equality Impact Assessments

Undertaking equality impact analysis (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.

Appendix 1

Specific duties - Information and objectives

Summary:

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The **information** has to be **updated annually** and this annual updating is expected to include an indication of progress on achieving the objectives. **Objectives have to be prepared and published every four years.**

Two guiding principles:

An important principle underlying how schools respond to the specific duties is **proportionality**. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is **flexibility**. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Information showing the school has due regard for equalities:

What is the purpose of publishing equality information?

Each school has to publish information showing it is complying with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities. On the basis of this information each school also has to set itself at least one equality objective.

It is also on the basis of the information which a school publishes that parents, carers, local communities, trade unions and equality organisations will hold the governing body to account.

How and where should the information be published?

The information which a school publishes must be accessible, in both senses:

- a) easy to find and
- b) easy for a non-specialist to understand.

It is up to each school to decide this for itself. A school should probably use the same means of publishing that it uses for other important information. For many schools this means the document will be on the school website and that a brief summary of it will be posted on notice-boards, and included in newsletters to parents and in the staff handbook.

Other things being equal, it would be appropriate and valuable to publish equality information within, or alongside, the school's self-evaluation documentation.

What about confidentiality?

Is it necessary to publish *all* relevant information, regardless of how sensitive it is or may be? The answer is that the requirements of the Data Protection Act 1998 will apply, and that normal conventions and rules relating to confidentiality will need to be observed. It follows that not all the relevant information that a school gathers has to be placed in the public domain.

For example, it would not be appropriate to publish information which enables individual pupils or members of staff to be identified. Nor, as a general rule, would it be appropriate to publish information that could be maliciously used to harm a school's reputation.

What sort of information?

What sort of information will count as showing that a school has due regard for equalities, and that it is willing for others to hold it to account?

By and large, each school is permitted and encouraged to answer this question in its own way, according to its own circumstances. However, the government has indicated that minimally every public body must provide demographic information about its service users, and must show that it is aware of different outcomes and inequalities amongst them.

In the case of schools, therefore, information needs to be given about the pupil population broken down by ethnicity and gender, and about significant differences in attainment between girls and boys, and between pupils of different ethnic backgrounds.

It is reasonable to assume that demonstrating due regard will involve schools making statements such as those listed below, and illustrating them with examples and further information. The first four, as mentioned above, are essential.

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, there is a statement of overarching policy, and there may be significant references in the school improvement plan, self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of the School Council.
7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities

8. A senior member of staff has special responsibility for equalities matters.
9. A member of the governing body has a watching brief for equalities matters.

Staffing

10. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

14. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

17. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation and involvement

18. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

19. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

Setting objectives:

Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English between girls and boys, and between pupils for whom English is an additional language and pupils for who English is the first language.

- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children.
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls.

Fostering good relations

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information?

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere?

Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>

Appendix 2 – for information

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

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

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and

girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.