



# Equality Policy, Audit and Action Plan HOLY CROSS CATHOLIC PRIMARY SCHOOL



Re ADOPTED	December 2018
REVIEW DATE	DECEMBER 2019

*Statutory – Statement Published annually*

*Statutory – Audit & Action Plan reviewed x 3 years*

***WE CARE, WE SHARE, WE VALUE***

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

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## **INTRODUCTION**

Holy Cross 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 mission statement and Catholic ethos, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

## **LEGISLATION AND DUTIES**

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

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspectors Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014

### **Human Rights Act 1998**

The Human Rights Act 1998 makes it unlawful for schools to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by a school that interferes with an individual's Human Rights must only be considered if it is a justified and proportionate means of achieving a legitimate end.

### **Education Act 2002 (Section 78)**

Section 78 requires governing bodies for all maintained schools to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

### **Education And Inspections Act 2006 (Section 38 (1))**

Section 38 (1) of the Education and Inspections Act 2006 states that:

"The governing body of a maintained school, shall, in discharging their functions relating to the conduct of the school:

- Promote the wellbeing of pupils at the school, and

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

- Promote community cohesion.

**The Children and Families Act 2014**

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The School will

- Contribute appropriately to the 'local offer' detailing relevant services available for children with disabilities and / or Special Educational Needs.
- Contribute appropriately to a pupil's Education, Health and Care Plan.

**Equality Act 2010**

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- 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.

Holy Cross will take the following action as reasonable steps to demonstrate due regard to the General Duty of the Equality Act 2010:

- Produce a written equality policy identifying action to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- Ensure hate incidents and hate crime reporting is integrated within the School's Anti Bullying Policy
- Audit the curriculum, and teaching and learning methods, to ensure they are accessible, inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- Make reasonable adjustments to ensure that disabled staff, pupils and parents are not disadvantaged in employment or the provision of education, and have equality of access to information, facilities and other services at the School.

Equality Act 2010 (Section 10) requires schools to prepare and maintain an accessibility plan in order to

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

## Equality Policy HOLY CROSS CATHOLIC PRIMARY SCHOOL

In order to meet Section 10 of the Equality Act 2010 Holy Cross will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the school's website. In addition, the School takes into account the widening definition of disability within its decisions and functions, and gives due regard to the "Social Model" of disability. This model recognises the barriers caused by the environment and people's attitudes to disability.

The Equality Act 2010 (Specific Duty) Regulations 2011 requires schools to set measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.

In order to meet the Specific Duty, Holy Cross will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions annually.
- Prepare and publish equality objectives to demonstrate how the general equality duty will be met

### **PROTECTED CHARACTERISTICS UNDER THE EQUALITY ACT 2010**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are: Age, Disability, Gender, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion, Sexual orientation. (However, age, and being married or in a civil partnership do not apply to education provisions.)

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

## RESPONSIBILITIES

### **Governors are responsible for:**

- Ensuring that the School meets the duty of the Equality Act 2010.
- Ensuring that they understand the equality implications of all key decisions on policy and practice before they are made.
- Requesting an annual report from the Head Teacher on progress against the school's equality policy, equality objectives and action plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments

### **The Head Teacher is responsible for:**

- Producing, implementing and maintaining the school's
  - Equality Policy
  - Publishing the School's contribution to the "local offer"
- Ensuring all staff know their responsibilities under the Equality Policy, and receive training and support in carrying these out
- Ensuring that hate incidents and hate crime reporting is integrated within the School's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
  - Equality impact assessment of policies
  - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
  - Curriculum Equality Audit
- Completing of the equality, accessibility and cohesion audit and action plan
- Publishing the School's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the school website, to demonstrate compliance with the general equality duty across its functions; updating this annually
- Using information from the equality, accessibility and cohesion audit to develop equality objectives for the school
- Publishing the equality objectives on the school website; reviewing them annually.
- Reviewing and revising the School's Equality Policy every three years
- Reporting to Governors annually progress against the School's Equality Policy, Equality Objectives and Action Plan. This report must include a summary of the results of any consultation, equality monitoring and equality impact assessments.
- Ensuring the School's Equality Policy is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
- Ensuring the School's Equality Policy is followed consistently by all staff and pupils
- Ensuring appropriate and consistent action is taken in cases of discrimination, harassment, victimisation, hate incidents and hate crimes

### **All staff are responsible for:**

- Ensuring they follow the equality policy and procedures, and take up equality training and learning opportunities provided by the school
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language.

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

- Consistent application of all school policies

Staff with responsibility for areas of the curriculum, are responsible for completing Curriculum Equality Audits for each area, and making appropriate changes to teaching and learning methods to (i) improve accessibility, (ii) advance equality of opportunity, (iii) eliminate discrimination, harassment and victimisation, and (iv) foster good community relations. (See Appendix 2)

Mrs. M. Matthews is responsible overall for dealing with reports of hate-incidents

Ms K. Chauveau is responsible overall for Children with Special Educational Needs

**Pupils, parents, visitors and contractors are responsible for:**

- Ensuring they follow the equality policy and procedures
- Behaving in a dignified manner towards others, and respecting individuals regardless of protected characteristic
- A consistent challenge to unwanted behaviour, including inappropriate use of language

**DEFINITIONS OF DISCRIMINATION, HARASSMENT AND VICTIMISATION**

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Discrimination by Association occurs when a pupil is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity). This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination arising from perception takes place where education provider behaves as if the person has the characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

Discrimination because of pregnancy and maternity occurs when women (including a female pupil of any age) are treated less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- Can be met by considerably smaller proportion of people from a particular group

## Equality Policy HOLY CROSS CATHOLIC PRIMARY SCHOOL

- 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, unwanted conduct related to any of these protected characteristics that results in a pupil, governor, staff or visitor being disadvantaged would constitute direct discrimination.

Victimisation: occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

### **DISCRIMINATION, HARASSMENT AND VICTIMISATION WITH REGARD TO PUPILS**

We will not discriminate, harass or victimise any child seeking admission, nor with regard to any pupils, or their parents or carers on grounds of gender, race, disability, sexual orientation, religion or belief, pregnancy and maternity. This includes discrimination, harassment or victimisation in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

There are some limited exceptions to this.

- Schools with a religious character may give priority in admissions to applicants who are of their faith
- 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

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

## **EMPLOYMENT**

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate, harass or victimise in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination, harassment or victimisation in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

The school will monitor the information as set out below disaggregated by disability, gender, religion, sexual orientation and different racial group.

- The number of staff in post, and
- The number of applicants for employment, training and promotion

Where agreed, the school will ensure that it sends employment equality monitoring data to the Council's Human Resources Section, in a format specified by the Council.

## **Exceptions to the Policy**

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.

## **MONITORING AND ANALYSIS**

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

- Pupil Admission
- Pupil Exclusion
- Pupil Attainment

## Equality Policy HOLY CROSS CATHOLIC PRIMARY SCHOOL

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

Where appropriate we will use the equality monitoring categories for race, gender, religion and disability used by St.Helens Council's Children and Young Peoples Department. This will ensure consistency of data and enable us to set targets that are comparable with other agencies.

We will disaggregate the results of monitoring by the equality profile (race, gender, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

### **EQUALITY IMPACT ASSESSMENT (EIA)**

The school's Equality Impact Assessment will be carried out on all of our key policies at least once every three years. We will ensure that the Equality Impact Assessment process is updated in line with new legislation.

The Equality Impact Assessment template is based upon the relevant equality duties. For each of the school's functions the Equality Impact Assessment process will cover the following areas:

- The advancement of equality of opportunity
- The elimination of unlawful discrimination, harassment and victimisation
- To foster good relations between different groups of our community
- The promotion of positive attitudes to disability
- The participation by disabled people in public life
- The meeting the need of disabled people, even when that means treating them more favourably than non-disabled people.
- Improving health and wellbeing

The outcome of equality impact assessments will be reported to the school governors. Any identified improvements will be included in the School's Improvement Plan.

The local Authority will ensure all template policies in relation to education provision and employment have been informed by an equality impact assessment

Equality Policy  
HOLY CROSS CATHOLIC PRIMARY SCHOOL

**CURRICULUM EQUALITY AUDIT**

The School's curriculum equality audit tool ensures that each member of teaching staff with responsibility for a curriculum area (i) will promote inclusive and positive images of a diverse community and examples that demonstrate "due regard" to the duty to promote good community relations; (ii) will increase the extent to which disabled pupils can participate in the curriculum, (iii) will challenge gender, racial, religious, disablist, ageist and homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do.

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

**REPORTING PROGRESS**

School Governors will monitor the School's Equality Policy and Action Plan. The Head Teacher will produce an annual report for the School Governors on progress against the Equality Policy, Equality Objectives and Action Plan. This report will include the results of consultation, equality monitoring and equality impact assessments.

The next annual report on progress against the Equality Policy and Action Plan will be produced by December 2019.

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

Signed: Chair of Governors

Date:

Signed: Headteacher

Date:

## **EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR HOLY CROSS CATHOLIC PRIMARY SCHOOL**

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

This audit will identify and set out how Holy Cross will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan at least quarterly.

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

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

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

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

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools 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.

## Holy Cross Catholic Primary School Equality, Accessibility and Cohesion Audit

Last updated: December 2018

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
<b>Legal compliance</b>						
1. The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	x			Published on website alongside Local Offer	Update audit and action plan on website at review date	Headteacher December 2019
2. To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives	x			As above		
3. Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.	x			Governors minutes 4.12.18	none	Headteacher
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning	x			All key policies include an equal opportunities section	Continue to ensure we comply	HT/governing body
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body	x			<b>The governing body has formally adopted all policies which have been recommended by the local authority</b>	As above	Governing body
6. Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken	x			<b>Governors attending meetings record their understanding of this statement</b>	As above	<b>Governing body</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A</b> ✓	<b>B</b> ✓	<b>C</b> ✓	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
<b>The context of your school</b>						
7. Training on the Equality Legislation is given to all members of governing body.	x			<b>School subscribes to local authority and Archdiocesan training for governors</b>	<b>Ensure new governors are inducted</b>	<b>Chair of Governors</b>
8. Training on the Equality Legislation is given to all school staff.	x			<b>Included in staff handbook and induction procedures</b>	<b>Annual update of staff handbook</b>	<b>Headteacher</b>
9. The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for pupils and staff.	x			<b>Adopted local authority policy</b>	<b>Policy updated every 3 years</b>	<b>December 2021 Headteacher</b>
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/School Agreement.	x			<b>All parents sign home-school agreements</b>	<b>Home school agreement to be issued to all families including in year transfers</b>	<b>School Business Manager</b>
11. Pupils and parents are informed about the School's Equality Policy, and their responsibilities have been made clear	x			<b>A list of policies is on the school website</b>	<b>Check review dates of policies</b>	<b>Annual cycle of policy reviews. Headteacher/ Governing body</b>
12. The school has systems in place - for staff, parents and pupils - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment	x			<b>All incidents are monitored and managed</b>	<b>Continue to follow local authority policy and procedures</b>	
13. The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	x			<b>The school's ant-bullying policy includes this element</b>	<b>Policy up to date Reviewed annually</b>	<b>Senior Leadership Team</b>
14. The school is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	x			<b>Pupils with disabilities are included in all aspects of school life including PE and sport</b>	<b>As pupils with different needs join our school we will meet that need wherever is reasonably practical</b>	<b>SENDco</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A</b> ✓	<b>B</b> ✓	<b>C</b> ✓	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
15. The school is confident that disabled pupils and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)	x			<b>School is careful to assess families ability to access communication platforms and signpost outside support</b>	Continue to support families appropriately	
16. The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs	x			<b>The Local Offer is published on the school website</b>	<b>Keep up to date</b>	<b>SENDco annually</b>
17. The school contributes appropriately to Pupil Education, Health and Care Plan	x			<b>School has experience of completing EHCPs for a number of pupils</b>	<b>Staff training to ensure quality of delivery</b>	<b>SENDco As needed</b>
18. The school provides parents, carers and guardians of "pupils with Education, Health and Care Plan" with information on how to access St.Helens Special Educational Needs and Disability Information, Advice and Support Services (St.Helens IASS).	x			<b>As above</b>	<b>As above</b>	
19. The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.	x			<b>Parental questionnaires and most recent Ofsted</b>	<b>Continue to meet the needs of our particular community</b>	<b>Senior Leadership Team review of SEF cycle</b>
<b>Monitoring and impact assessment</b>						
20. The school has an accurate, up-to-date profile of its pupils, staff and governors by age, race, gender, religion, sexual orientation, and disability		x		<b>School employs less than 150 staff so is exempt from detailed profile analysis.</b> All recruitment applications for staff include an equalities form which is returned to local authority.		
21. The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs	x			<b>All policies currently going through a new review cycle to include EIA</b>	<b>School to complete full review of all policies</b>	<b>Senior Leadership Team/governing body – March 2019</b>

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A</b> ✓	<b>B</b> ✓	<b>C</b> ✓	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
22. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.	x			<b>We follow all local authority procedures and return all statistical information</b>	<b>The recruitment process ensures that this is completed through data collection</b>	<b>Completed by local authority</b>
23. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.	x			<b>Self- evaluation process informs all future policies</b>	<b>Continue to monitor impact when new policies are adopted or other policies are reviewed</b>	<b>Policy cycle HT/GB</b>
24. The school systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	x			<b>All I.E.Ps are monitored at least termly.</b>	<b>Firmly established across school through the SENDco</b>	<b>Termly</b>
25. The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	x			<b>We take on board local authority policy recommendations</b>		
<b>Sense of belonging</b>						
26. There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity and community cohesion	x			Pupils given responsibilities such as Buddy system; school council; Junior Road Safety Officers(JRSO); Dawn Patrol; prefects	To continue and develop further roles	Deputy Headteacher
27. The school has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs	x			School has over 20% EAL pupils including many international arrivals. Excellent record of welcoming pupils	Continue to secure support from other agencies	SLT Pastoral Manager
28. The school works with parents of children with special educational needs as equal partners in their child's education.	x			SEN drop in sessions for parents/carers. Regular I.E.P and review meetings	Plan sessions on an annual cycle to ensure none missed.	SENDco
<b>Teaching learning and curriculum</b>						
29. The curriculum is regularly assessed to ensure that it promotes equality and cohesion for all protected characteristics	x			School follows Primary National curriculum. School follows Archdiocesan curriculum for RE. Both are	EIA all new schemes of work and extra curricular activities	SLT

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A</b> ✓	<b>B</b> ✓	<b>C</b> ✓	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
				audited for equality in all forms		
30. The school takes steps to increase the extent to which disabled pupils can participate in the curriculum.	x			All adaptations have been made in order to include all pupils whenever reasonably possible.	Seek advice when any new pupil with a disability transfers in to school	As needed
31. The school responds to individual needs at all levels through appropriate differentiation of the curriculum.	x			All curriculum planning is differentiated	Continue to plan and assess in this way	
32. The school implements appropriate group and individual intervention programmes to address learning difficulties.	x			Numerous interventions are in place to support needs identified. See files	Continue to identify need through pupil data and pupil conferencing	All teaching staff SLT
33. Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.				School has an excellent record of welcoming pupils from many different countries including home. Support services and families speak highly of the commitment of Holy Cross to welcome all.	Maintain the vision and values of our Catholic faith in being servants to our community.	Whole school community
34. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	x			School pays a service level agreement annually for the EAL service	none	
35. Governors are able to identify examples of reasonable adjustments made at the school	x			This can be evidenced in building project work in the last 10 years which adhered to equalities and accessibility regulations. Agreed by governors	For governors to be aware of adjustments made for accessibility of pupils with needs	As needed
36. Governors are able to identify examples where different cultures, religions and beliefs are respected and appreciated				Other values and cultures are embedded into the curriculum and pupils on roll from diverse cultural and religious backgrounds are appreciated and respected.	none	

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
37. The governing body knows how the school tracks relative underachievement by race, disability and gender, and how successful this has been	x			Data is presented to the governing body analysing the discrete pupil groups. Through ISDR, governors are aware of underachievement. Through the school development plan they are aware of how school is tackling these issues.	Continue to analyse the achievement of discrete pupil groups, plan to address issues and present impact to governing body	Termly Headteacher SLT
38. The school is confident that where possible excluded or self-excluded pupils are successfully re-integrated	x			Fixed term exclusions are handled sensitively and reintegration is part of the Behaviour Policy. Detailed records of exclusions are kept and analysis of pupil groups undertaken.	Annual review of Behaviour Policy	Headteacher SLT
39. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	x			Policies are followed rigorously with positive outcomes. All such incidents are recorded and strategies employed to help pupils reflect.	Continue to follow policy and record events. All incidents reported to governing body under Part 2	Headteacher SLT
40. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body	x			As above	Governor committees have viewed our recordings and analysis	
<b>Equity and Extended Services</b>						
41. The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being		x		<b>Parent partnership is a challenge at HC. It is successful in some classes lower down the school but a general paucity of parental involvement in higher year groups.</b>	<b>Partnership links, including parents, is a key priority for school, Introduce international contacts Steps are being taken to develop the PTFA Drop ins and Reading Mornings to be developed across school</b>	SLT Governing body Class teachers Parish

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR  
HOLY CROSS CATHOLIC PRIMARY SCHOOL**

<b>Audit Area and Questions</b>	<b>A ✓</b>	<b>B ✓</b>	<b>C ✓</b>	<b>Evidence</b>	<b>Tasks and priorities</b>	<b>By Whom and Date</b>
42. The governors know of the impact of: <ul style="list-style-type: none"> <li>Partnership arrangements with other schools</li> <li>International links</li> <li>Use of shared facilities</li> <li>Opportunities for intercultural activities</li> </ul>		x		Governors are aware of partnerships with other schools in an informal capacity	As above	
43. The governors know how funds such as-Pupil Premium have benefited children.	x			The Pupil Premium Strategy is presented to the Governing Body and published on the school website	Review Pupil Premium Strategy mid – year annually Produce updated Pupil Premium Strategy annually	Headteacher SLT
44. Governors used the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new head teacher and/or refer to these in setting objectives in performance management	x			Successful appraisal of headteacher. Successful appointment of new Head Teacher 2019	Continual annual appraisal of Headteacher before December 31st	Governing Body External assessor

## Equality Impact Assessment Template for Schools

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

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

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

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues	<p>Accessibility: Parking, signage, buildings, toilets, information,</p> <p>Hate crime: racism, homophobia, transphobia, disability inequality, religious bigotry</p> <p>Translation and interpretation arrangements- e.g. British Sign Language users, people with low level of literacy, speakers/readers of foreign languages</p> <p>Community cohesion, supporting charity local and abroad</p>	<p>Every pupil with SEND will have an IEP or EHCP which will address this.</p> <p>There are suitable toilets facilities for pupils with SEND including handrails</p> <p>Access in to school is appropriate</p> <p>Through local authority procedures</p> <p>Through access to our curriculum</p> <p>Questionnaires and induction meetings with families</p> <p>Monitoring via consultation, satisfaction surveys</p> <p>Maintain links with St Helens Chamber; local FoodBank; Teardrops (homeless); St Helens Rotarians; Asda.</p> <p>Charity Houses. Covering local, national and international charities</p>	<p>Disabled bay needs signage</p> <p>Ensure all staff understand their responsibilities to tackle and report all inequalities for identified groups. Annual update to Staff Handbook</p> <p>School pays service level agreement to local authority for EAL service</p> <p>Continue with extensive support for charities.</p>	<p>SBM Spring 2019</p> <p>Annual action</p>

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Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Age	Staff are not employed because of their age	All staff can be employed irrespective of their age	Employees are free to work beyond a pensionable age	
Disability, SEN and Carers	Flexibility in service delivery and employment for parents and people with caring responsibilities. Child friendly arrangements in service delivery and employment. Supporting pupils that are carers.	Local authority employment policies have all been adopted by the governing body  School had signed up to the Young Carers Charter	Continue to implement the policies  Implement the Young Carers Charter when children are identified	As needed
Gender (Sex)	Civil Partners- having the same rules, benefits or requirements as married couples. Discrimination by association – pupils who have same sex parents, carers or relatives	All partners known as parents/ carers  Through PSHE curriculum	Letters home  Discussion in PSHE lessons. Specific lessons if it becomes an issue	
Human Rights	Pupils and employees are treated fairly in the eyes of the law	All policies comply with human rights	Taking part in Democracy Debate (Town Hall) and other Healthy School Initiatives	annually
Gender Reassignment	Having the same rules, benefits or requirements as others	Through equality of treatment		
Race (Ethnicity)	Promote positive attitudes, good relations and positive interaction between all members of the community	Through lessons, assemblies, displays and the Catholic ethos of the school	Provide further positive imagery around school	Review annually

## Equality Impact Assessment Template for Schools

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
Marriage and Civil Partnership	Having the same rules, benefits or requirements as others	All families are recognised as being equal at Holy Cross School	Continue to treat all parents equally	Update annually
Pregnancy and maternity	Unlawful discrimination	Holy Cross School follows all local authority policies	Ensure any amendments to policy go to governors	Head teacher update policies at least every 3 years
Religion or Belief	Promote positive attitudes, good relations and positive interaction between all members of the community	All members feel valued and have equal rights	Update long term RE curriculum map. Follow designated programme from Liverpool Archdiocese	RE Lead Every 3 years
Sexual Orientation	Having the same rules, benefits or requirements as others	Report any bullying or hate incidents	Staff training	
Community Cohesion	Communities get along well together with no groups feeling isolated	Transparent reciprocal respect shown between and among groups	Community cohesion ids promoted through partnerships	
Promoting Health	Some cultures practice unhealthy procedures such as FGM	Report any potential unhealthy safeguarding practices	Staff training	

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

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

## Curriculum Equality Audit Template And Guidance

### Appendix 2

#### Curriculum Equality Audit for Schools

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled pupils
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

*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.	This is taught through the curriculum and in assemblies. E.g. Around The World. Books on migrants. Half termly topics often include learning about different cultures.	Continue to display work from Topic weeks	SLT Annual
2. Respect different points of view, recognising and respecting different viewpoints.	Pupils are encouraged through PSHE lessons, assemblies as well as other curriculum areas to listen to and to respect the viewpoint of others. This is an explicitly taught skill as well as being part of school ethos.	Ensure evidence in books of respecting viewpoints	PSHE Lead
3. Experience and celebrate cultural diversity	The PSHE and RE curriculum plans show how this is taught. Assembly records evidences this also.	Update curriculum annually. Plan assemblies to fit with significant	RE/PSHE Lead

## Curriculum Equality Audit Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom and Date
		dates from other religions and cultures.	
4. Recognise commonalities shared by people from diverse and different backgrounds	This is taught through the curriculum and in assemblies. Half termly topics often include learning about different cultures	Continue to display Topic week work	Class Teachers
5. Appreciate culture in St.Helens.	Focus on studying Local Environment in KS1 and later in KS2	Continue to visit places of interest in St Helens such as World of Glass, Town Hall, Transport Museum	Annually Class teachers
6. Recognise and challenge abuses, discrimination and injustice.	PSHE curriculum and activities ensure these aspects are taught	Purchase additional books which reflect these issues for classes and library	English Lead PSHE Lead

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
1. Accessible lessons: information, signage, class times, school trips, course work examples, etc	Children are included in all activities. An example was a pupil with severe behaviour problems being escorted on a school trip with an extra 2 members of staff to ensure equity of provision	Continue to plan trips and plan support for access when required	
2. The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry	Holy Cross follows all policies and procedures with regard to this	Continue to encourage pupils to be kind, respectful and treat people equally by being open about SEND.	Annual assembly calendar
3. The appropriate use of translation and interpretation.	This facility is available if needed through the local authority	Continue to keep links	SENDco
4. Positive images of a diverse community: locally, regionally, nationally and internationally.	Delivered through the curriculum and through literature	Further positive images through links with local Mosque	
5. Can you promote opportunities for the interaction between groups that do not usually get to mix?	This is a next step towards achieving an International School Award	To start the process of the award system	Head Teacher

## Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
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 reassignment)</i>	The curriculum gives pupils the opportunity to discuss their beliefs and that of others. We have links with a local Mosque. Our faith supports the dignity of humanity.	Take advice from the Archdiocese as needed	
7. An awareness of the support needs for children that are carers	School awaits presentation of the St Helens Young Carers Bronze Award See Display in school	Continue to nurture our links with St Helens Young Carers	Young Carers Lead Young Carers Governor
8. A positive image of Civil Partners – having the same rules, benefits or requirements as married couples	Discussion in Y5 and Y6 in Archdiocesan R.S.E lessons	Follow Archdiocesan advice	RE lead PSHE lead
9. A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives	Discussion in Y5 and Y6 in Archdiocesan R.S.E lessons	Follow Archdiocesan advice	RE lead PSHE lead

## Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account	Actions	
10. Positive images and a positive attitudes towards disabled people	We are an inclusive school with positive experience of supporting pupils with a disability	Continue to raise awareness of disability within school and how it is addressed in decision making	SENDco