## Section 2A – Single Equality Scheme Template



**Single Equality Scheme**

**Preston Grange Primary School**

**Date adopted by Governing Body on October 2017**

**Review Date: October 2019**

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|  | **Single Equality Scheme Statement** |
| 101 | ***Our school is a fully inclusive school that promotes equality & diversity and is committed to eliminating discrimination of any kind. We promote community cohesion and good relations between people of different backgrounds and this is central to our school ethos.*** |
| 201 | This Single Equality Scheme aims to integrate equality into the school’s core priorities and functions. It will inform our School Development Plan and this will enable us to:   * Demonstrate how promoting equality and eliminating discrimination can help raise standards * Ensure that equality and diversity are part of the school’s core business both as a school and as an employer * Promote community cohesion and good relations between people of different backgrounds through education * Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections * Ensure that our equality objectives help complement the outcomes for pupils in school * Place the school in a position, which is regarding by everyone as an environment that affords respect and fair treatment of all. |
| 202 | This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people. |
| 203 | Our Key equality and diversity objectives are:   * To involve internal and external stakeholders in the equality process * To make our workforce more representative of the schools community * To increase staff and pupil knowledge and understanding of equality and diversity issues * To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils. * For the curriculum to promote equality both in the taught curriculum and that which is taught discreetly. |
| 204 | What do we mean by Equality and Diversity?  Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity. |
| 205 | What is discrimination?  Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.   * Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. * Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people. |
| 206 | Who does this scheme apply to?  This equality scheme applies to the following stakeholders:   * Pupils * Staff * Governors * Parents/Carers * Visitors * Preston Grange Out of School Club * Schools out Northern (playgroup & 30 hour provision |
| 301 | **Profile of our School**  Our School is made up predominantly of children from white British backgrounds with a small number of children from ethnic minorities (8%) including children of the following religions: Christianity, Muslim, Hindu and Sikh.  48% of pupils are female & 52% are male.  27% of the staff are male and 73% are female.  There are currently no disabled pupils or staff, however our site is suitable for disabled access – See accessibility plan attached.  Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides. |
| 302 | North Tyneside Profile  Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.  The 2009 Residents’ Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.  As of January 2014, North Tyneside’s population was estimated at 202,744 people. North Tyneside’s resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.  Key statistics about our residents include:   * 48% are male, 52% female. * 18% are aged 0-15 years. * 19% are aged 65 years and over. * 4.9% are from black and minority ethnic (BME) communities – the main groups being ‘Other White’ (1.2%), Indian (0.5%) and Chinese (0.4%). * 21% have a disability or condition which limits their day-to-day activities. * 11% provide unpaid care. * An estimated 1% are Trans (Gender Identity Research and Education Society 2011). * An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009). * 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or ‘other’) and 28% have no religion. (Not everyone answered this question in the Census). * 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.   According to the 2011 census, North Tyneside’s main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.  After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.  These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.  The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents’ Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures. |
|  | **Roles and Responsibilities** |
| 401 | **Governors** are responsible for   * ensuring that the school complies with all equality legislation. * approving and adopting the schools single equality scheme * receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved * a named governor will have responsibility for monitoring equality outcomes |
| 402 | **The Leadership Team** of the school will be responsible for   * promoting the single equality scheme both inside and outside the school * ensuring that all staff fulfil their role with regard to delivering equality * providing reports to the governing body and staff on how the scheme is working * taking appropriate action where discrimination occurs |
| 403 | **Parents/Carers** will:   * have access to the scheme and be encouraged to support the scheme * have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme * have the right to be informed of any incident related to this scheme which could directly affect their child |
| 404 | **Staff**  are responsible for   * engaging with the school in eliminating any discrimination * promoting a positive working environment * showing a commitment to undertaking training and development within this area |
| 405 | **Pupils** will:   * engage with the school in eliminating any discrimination * promote a positive environment for learning * show commitment to undertaking further learning in this area |
| 406 | **Visitors** to our school will be expected to respect and follow our equality policy. |
| 501 | **Monitoring and Reviewing**  This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.  The School Development Plan will ensure this scheme forms an essential part of the school’s action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.  This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.  Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.  The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans. |
| 601 | **Equality Action Plan**  The Action Plan identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at page 7. |
| 701 | **School Accessibility Action Plan**  The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at page 9 |
| 801 | **Impact Assessments**  The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. |

**Section 2B – Equality & Diversity Toolkit**

# Single Equality Action Plan



Single Equality Action Plan

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| --- | --- | --- |
| **Objective** | **Agreed Tasks/Current practice** | **Review** |
| To ensure an understanding of and tolerance of ethnic diversity. | * Continue the links the school has and workshops delivered by Show Racism the Red Card * Promote tolerance for racial diversity within the curriculum, through assembly and in castle sessions * Continue to use racial incidence form – collate and use in head teachers report. * To use role models from ethnic groups (Eagles basketball / Peter Bakare) * Use EMTAS when appropriate to support children from different ethnic backgrounds with EAL * Arrange staff training by outside agency (possibly Red Card For Racism) | July 2018 |
| To ensure an understanding of disability and ensure the site is accessible by all. | * Furniture bought for staff health issues in light of regular workstation assessment if required * See accessibility plan scheme – regular reviews needed. * To canvas parents/families regarding accessibility to the site. * Promote tolerance for disability within the curriculum, through assembly and in castle sessions. | July 2018 |
| To ensure gender equality in school. | * Text audit in school to ensure suitability of reading texts. * Continue to monitor all sporting activities in the school through Sports Mark award and PE subject leadership to ensure even participation in terms of gender. * Continue to monitor attainment and progress of all groups including gender. | July 2018 |
| To ensure an understanding of and equality of Sexual orientation. | * Promote different families same love message through assemblies and castle sessions. * Use recommended Stonewall texts as part of SRE curriculum. | July 2018 |
| To ensure age equality in school. | * To canvas parents/families regarding accessibility to the site in regard to age difficulties. * Volunteers in school include several grandparents who present positive role models. | July 2018 |
| To ensure an understanding of and tolerance of religious diversity. | * As part of the RE curriculum visit a variety of places of worship. * Continue to use the Red Card for Racism Islamophobia workshops. * To print a religious festival calendar to use as planning for assembly content to promote religious festivals. | July 2018 |
| To promote equality with regards to maternity/paternity and pregnancy | * To follow policy with regards to maturity and paternity leave. * Assess accessibility to the workplace if and when a member of staff become pregnant. |  |
| Staffing – are staff comfortable about making disclosures. | * Ensure staff are aware of the process for making disclosures about any form of discrimination or inequality |  |
| To promote equality when recruiting staff | * Staff on safer recruitment training. * Ensure no applicant is excluded or discriminated against and that the selection process is based on the personal specification. |  |

Preston Grange Primary School



Accessibility Plan

October 2017

**PRESTON GRANGE PRIMARY SCHOOL**

**ACCESSIBILITY PLAN FOR 2017 -2019**

|  |  |
| --- | --- |
|  | **Equality Accessibility Plan**  **Preston Grange Primary School** |
|  | **It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.** |
|  | **1. Aims of the Plan**   * To create opportunities for every child to develop and learn * To release potential in people to make the most of themselves * To achieve excellence in standards of education & skill for all children * To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors. * To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;   + Eliminate unlawful discrimination, harassment and victimisation;   + Advance equality of opportunity between different groups; and   + Foster good relations between different groups. |
|  | **2. Introduction**  This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014. |
|  | **3. Definition of Disability**  Disability is defined by the Equality Act 2010 as:  "A person has a disability if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on his or her ability to do normal day to day activities”. |
|  | **4. Key Objective**  To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability. |
|  | **5. Principles**   1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy; 2. The school recognises its duties under the Equality Act (as amended by the SENDA):  * Eliminate unlawful discrimination, harassment and victimisation; * Advance equality of opportunity between different groups; and * Foster good relations between different groups. * Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services * not to treat disabled pupils less favourably * to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage * to publish an Accessibility Plan.  1. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission. 2. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014. 3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality. 4. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;  * Increase the extent to which disabled pupils can participate in school curriculum * Improving the physical environment of the schools 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, * Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.  1. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:  * setting suitable learning challenges * responding to pupils' diverse learning needs * overcoming potential barriers to learning and assessment for individual and groups of pupils. |
|  | **6. About our School**  Preston Grange Primary School’s building was opened in 1968. Our accessibility requirements were checked in 2007 by the Local Authority.  **CONTEXTUAL INFORMATION**  Preston Grange Primary School comprises of a single storey building with disabled parking. It has an external classroom and after-school club with ramped access. There is a wheelchair accessible Reception desk for parents, a hearing loop and an exit button from the school building at wheelchair height. There is a disabled toilet and wheelchair access to the entrance at the front of the school. All classes are positioned the lower floor. There is an alarm cord in the disabled toilet. At the front of the school there is a ramp for disabled pupils and there is flat access to all yard and field space. Disabled pupils may need support when entering the storytelling garden and pond area. At present we have no wheelchair dependent pupils.  **THE CURRENT RANGE OF DISABILITIES WITHIN PRESTON GRANGE PRIMARY SCHOOL**  The school has children with a range of disabilities to include specific learning difficulties. We have recently been awarded the Dyslexia Friendly School status. Our whole staff has received training in Dyslexia, ADHD and Autism.  We have a small number of children who have asthma and all staff are aware of these children. Inhalers are kept in the school office and their use recorded. (see Managing Medicines Policy) We have some children for whom we hold Epi-pens to mitigate their allergic reactions. All staff have received training in the use of an Epi-pen and have also had asthma training.  We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. When children enter school with specific disabilities the school immediately contacts the L.A. professionals for assessment, support and guidance for the school and parents. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members (refer to Managing Medicines Policy)  We have competent first-aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and named staff members for the administration of medicines. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given, is recorded. (see Managing Medicines Policy)  **INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM**  This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.  **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**  This includes improvements to the physical environment of the school and physical aids to access education. We have a purpose build school to meet the needs of all pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.  **IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS**  This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who require such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs. Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.  **CONCLUSION**  Preston Grange is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will be a priority in our responsiveness for the future. |
|  | **7. Activity**  The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2016 - 2019 academic years. This plan will become an addition to the school School’s Single Equality Scheme. |
|  | **8.** **Linked Policies**  This Plan will contribute to the review and revision of related school policies, e.g.   * SEN policy * Single Equality Scheme & Action Plan * Equality Impact Assessment Template & Guidance * Equality & Diversity Guidance for schools * Guidance on Publishing of Equality Data for Schools * Curriculum policies * Behaviour * Admissions * Health & Safety |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Targets | Strategies | Outcome | | Timeframe | |
| Equality and Inclusion | | | | | |
| To ensure that the Accessibility Plan becomes an annual agenda item at the full Governing Body meeting. | Clerk to Governors to ass to list for GB meetings. | | Adherence to legislation. | | Annually |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | | Whole-school community aware of issues. | | Ongoing |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | | Policies reflect current legislation. | | Ongoing |
| Physical Environment | | | | | |
| To ensure that all areas of the school buildings and grounds are accessible for all children and adults, and continue to improve access to the school’s physical environment for all.  To inform the school community if access is required to the school car park beyond the electric gates. To contact the school office for right of access. | Audit of accessibility of school grounds by Premises Committee of Governors. Suggest actions and implement as budget allows. | | Modifications will be made to school building to improve access. | | Nov 2014  Ongoing |
| Curriculum | | | | | |
| To continue to train support staff to enable them to meet the needs of children for a range of SEN. | SENCO to review the needs of children and provide training for TAs as needed. | | TAs are able to enable all children to access the curriculum. | | Ongoing |
| To ensure that all children are able to access all out-of-school activities, eg. Clubs, trips, residentials. | Review out of school provision to ensure compliance with legislation. | | All providers of out of school education will comply with legislation to ensure that the needs of all children are met. | | Ongoing |
| To provide specialist equipment to promote participation in learning by all pupils.  (See SEN report) | Assess the needs of the children in each class and provide equipment as needed, eg. Headphones, writing slopes, overlays etc. | | Children will develop independent learning skills. | | Reviewed termly by SENCO |
| To meet the statutory needs of individuals during statutory end of KS2 tests. | Children will be assessed in accordance with regular classroom practice, and additional time, use of scribe/reader will be applied for as necessary. | | Barriers to learning will be reduced or removed enabling children to achieve their full potential. | | Annually |
| Written / other information | | | | | |
| To ensure that all parents and other members of the school community can access information. | Written information will be provided in alternative formats as necessary. | | Written information will be provided in alternative formats as necessary. | As needed. | |
| To ensure that parents who are unable to attend school because of a disability, to access parents evenings. | Staff to hold parents evenings by phone or send home written information. | | Parents are informed of childrens’ progress. | Termly | |

Date: October 2017

To be reviewed in October 2019

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## Section 3 – template for publishing school equality data

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| --- | --- | --- |
| **SCHOOL NAME Preston Grange Primary School**  **Annual Equality Data for publishing – As of DATE** | |  |
| **Pupil info by protected characteristic** | |  |
|  |  |  |
| Number of pupils on roll | **204** | **+ 26 in Nursery** |
|  |  |  |
| **DISABILITY PROFILE** | Number of pupils | % of pupils |
| Yes | 0 | 0 |
| No |  |  |
| Undeclared |  |  |
|  |  |  |
| **RACE PROFILE** | Number of pupils | % of pupils |
| Mixed / multiple ethnicity | 8 | 4 |
| White / White British | 185 | 91 |
| Asian / Asian British | 10 | 5 |
| Black / African / Caribbean / Black British | 0 | 0 |
|  |  |  |
| **RELIGION / BELIEF PROFILE** | Number of pupils | % of pupils |
| Christian | 88 | 43 |
| Buddhist |  |  |
| Hindu | 2 | 1 |
| Muslim | 4 | 2 |
| Sikh | 2 | 1 |
| Jewish |  |  |
| Other |  |  |
| No religion / belief |  |  |
| Prefer not to say |  |  |
| Undeclared | 107 | 53 |
|  |  |  |
| **PUPIL PREMIUM** | Number of pupils | % of pupils |
|  | 19 | 9 |
|  |  |  |
| **SEN SCHOOL SUPPORT** | Number of pupils | % of pupils |
|  | 13 | 6 |
|  |  |  |
| **EHC** | Number of pupils | % of pupils |
|  | 1 | 0.5 |
|  |  |  |
| **GENDER PROFILE** | Number of pupils | % of pupils |
| Male |  |  |
| Female |  |  |

*We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity.*

*As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity.*

*Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.*

## Section 4 Annex - Approved Equality Impact Assessment template

**PART A)** To be completed during the planning /proposal stage. Further sheets should be added where needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**. Name of the change, strategy, project or policy: | | **Equality & Diversity and Accessibility plan** | | |
| **2.** Name of person(s) completing this form: | | **TT** | | |
| **3**. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s). **Yes – It is a Policy specific to equality.** | | | | |
| **Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.** | | | | |
| **4.** Equality Target Group (circle): | Negative impact – it could disadvantage | | Reason | |
| Race  Religion/belief  Disability  Gender  Gender Reassignment  Sexual Orientation  Age  Pregnancy/Maternity  Marriage & Civil Partnerships | N/A  “  “  “  “  “  “  “  “ | |  | |
| 5. | | | Yes | No |
| Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary. | | | **√** |  |
| Is the impact intended? | | | **√** |  |
| **6.** Does this action/policy/procedure attempt to meet the aims of the public sector equality duty?  (this should feed into your Single equality scheme & action plan) | | | Yes |  |
| Eliminate unlawful discrimination, harassment and victimisation | | | Yes |  |
| Advance equality of opportunity between different equality groups | | | Yes |  |
| Foster good relations between different equality groups | | | Yes |  |
| **7.** If you have identified any negative impact, have you identified any ways of avoiding or minimising it? | | | | |
| **N/A** | | | | |
| **8.** Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people? | | | | |
| **No** | | | | |
| **9**. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact? | | | | |
| **See Policy** | | | | |

**PART B)** To be completed when assessment and consultation has been carried out

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10.a)** As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. **None**  **10.b)** As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection? **No** | | | | |
|  | | | | |
| **11.** Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below. | Yes |  | ~~No~~ |  |
|  | | | | |

# Signed: T.A. Taylor Date: October 2017