



Alternative Provision Service

(encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

Equality Policy, Audit and Action Plan

Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles

Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by: PRU Management Committee **Date:** 11/11/2019

Last reviewed on: 11/11/2019

Next review due by: November 2022

INTRODUCTION

The Alternative Provision Service 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 the Alternative Provision Service employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. In accordance with our vision, mission statement, values and principles we pledge to respect the equal human rights of our pupils, staff and other members of the service's community, and to educate them about equality, diversity and cohesion.

LEGISLATION AND DUTIES

The following list identifies the equality legislation that affects the Alternative Provision Service

- Human Rights Act 1998
- Education Act 2002 (Section 78)
- Education and Inspections Act 2006 (Section 38 (1))
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- Children and Families Act 2014 (Part 3)

Human Rights Act 1998

The Human Rights Act 1998 makes it unlawful for the Alternative Provision Service to behave in a way that is not compatible with the provisions of the European Convention on Human Rights. Any action taken by the Alternative Provision Service 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 (the PRU Management Committee) to provide a curriculum that "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

Education and Inspections Act 2006 (Section 38 (1))

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

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

- Promote the wellbeing of pupils at the school, and
- Promote community cohesion.

The Children and Families Act 2014 (Part 3)

Sets out how the School will support children and young people with Special Educational Needs, Social Care Needs and Health Needs. The Alternative Provision Service 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.
- Give due regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years; which gives statutory guidance on meeting Part 3 Children and Families Act 2014.
- Produce an annual Special Educational Needs Information Report.

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.

Alternative Provision Service 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 the service's activity.
- Ensure hate incidents and hate crime reporting is integrated within the PRUs' 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, British values, 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 Alternative Provision Services.

Equality Act 2010 (Schedule 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

In order to meet Schedule 10 of the Equality Act 2010, the Alternative Provision Service will publish the outcome of our Equality, Accessibility and Cohesion Audit and Action Plan on the service's website. In addition, the Service 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, the Service will

- Publish sufficient information to demonstrate compliance with the general equality duty across its functions and update 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, Sex (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.)

RESPONSIBILITIES

The PRU Management Committee is responsible for:

- Ensuring that the service 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 of Service on progress against the service'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 of Service, in conjunction with the Teacher in Charge, is responsible for:

- Ensuring the Service follows the SEN and Disability Code of Practice
- Producing and maintaining the Disability Accessibility Plan for the Service
- Producing, implementing, maintaining the Service's Equality Policy
- 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 service's Complaint Process and Anti Bullying Policy
- Ensuring tools are in place to show how the service 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 service's Equality Policy and the outcome of the equality, accessibility and cohesion audit and action plan, on the service's 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 service
- Publishing the equality objectives on the service's website; reviewing them annually.
- Reviewing and revising the PRUs' Equality Policy every three years
- Reporting to PRU Management Committee annually progress against the Service'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 service's Equality Policy is readily available and that members of the PRU Management Committee, staff, pupils, and their parents/carers and guardians know about it
- Ensuring the service'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 service
- 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.
- Consistent application of all service policies

Teaching 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)

Denise Clayton is responsible overall for dealing with reports of hate-incidents

Rachel Guyer 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 an education provider behaves as if the person has a protected characteristic and treats them worse than others as a result. This applies whether the perception is true or not, even if the education provider knows that the person does not have the protected characteristic.

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

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

- Can be met by considerably smaller proportion of people from a particular group
- Is to the disadvantage of that group
- Cannot be justified by the aims and importance of the rule condition

Discrimination arising from a disability, which occurs when an education provider treats the disabled person unfavourably, this treatment is because of something which has come about as a result of the disabled person's disability ('something arising in consequence of the person's disability'), and the education provider cannot show that this treatment is justified as a balanced way of achieving something for a good reason (in legal language 'a proportionate means of achieving a legitimate aim').

Discrimination arising from disability is different from direct discrimination. Direct discrimination refers to less favourable treatment and requires a comparison to show that a person without the protected characteristic would be treated differently. Discrimination arising from disability refers to unfavourable treatment and does not require a comparison to a non-disabled person.

Harassment, occurs when unwanted conduct has the purpose or the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of disability, race, or sex (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, unwanted conduct related to any of these protected characteristics that results in a pupil, management committee member, 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 sex (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.

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 sex (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 service will monitor the information as set out below disaggregated by disability, sex (gender), religion, sexual orientation and different racial group.

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

The Alternative Provision Service will ensure that employment equality monitoring data is sent to the Council's Human Resources Section, in the specified format.

MONITORING AND ANALYSIS

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

- Pupil Admission
- Pupil Exclusion
- Curriculum, Teaching and Learning Policy
- 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, sex (gender), religion, and disability used by St.Helens Councils Peoples Services 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, sex (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 PRU Management Committee annually. Any identified improvements will be included in the Service Improvement Plan. The results of such monitoring and analysis will be published, to enable viewing by any interested party.

EQUALITY IMPACT ASSESSMENT (EIA)

An Equality Impact Assessment will be carried out on all of the service's key policies (at least once every three years). The Alternative Provision Service 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 PRUs' 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 PRU Management Committee. Any identified improvements will be included in the Service Improvement Plan.

CURRICULUM EQUALITY AUDIT

The PRUs' 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, British Values, 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 sexist, racial, religious, disablist, ageist and

homophobic stereotypes, e.g. prejudices about what people from particular groups should/shouldn't or can/can't do.

REPORTING PROGRESS

The PRU Management Committee will monitor the PRUs' Equality Policy and Action Plan. The Head of Service will produce an annual report for the PRU Management Committee 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 Equality Policy and Action Plan will be reviewed at least once in the next three years.

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how PACE and Launchpad Pupil Referral Unit (PRU), encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative, 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 PRU Management Committee, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the Service. The PRU Management Committee 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 PRUs' 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.

Equality Impact Assessment Template for Schools/PRUs

PACE and Launchpad Pupil Referral Unit (PRU), encompassing the 4 PRU Bases, Launchpad Tuition, and Launchpad Alternative Equality, Accessibility and Cohesion Audit: Last updated: September 2019

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
1. The service has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.	✓			Policy in place with regular review	Review October 19 by PRU Management Committee	DC October 2019
2. To demonstrate compliance with the general equality duty across its functions, the service has published on the service website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives		✓		Website being finalised. The Equality Policy/Action Plan/Objectives will go on.	To complete asap	RG November 2019
3. The PRU Management Committee receives an annual report on progress against the Service's Equality Policy, Equality Objectives and Action Plan.		✓		This will be incorporated into the Management Committee Schedule.		DC Spring term 20
4. Equality impact assessments are used inform all key decisions on policies, practices, and contract commissioning		✓		Ongoing process with review of policy.		
5. The equality implications are explicitly and clearly stated within all key decisions taken by the governing body		✓		Built into PRU Management meetings.		
6. The PRU Management Committee is 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	✓					
The context of your service						
7. Training on the Equality Legislation is given to all members of PRU Management Committee.		✓		As part of Governor Training package.		
8. Training on the Equality Legislation is given to all service staff.		✓		Training Policy dissemination/consultation.	Refresher training to be looked at for Service.	DC

Equality Impact Assessment Template for Schools/PRUs

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
9. The general duty of the Equality Act 2010 is embedded with the Service's "Codes of Conduct" for pupils and staff.			✓	Code of Conduct to be reviewed.	SC to review paperwork.	April 2020
10. The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Pupil Home/Service Agreement.			✓	To be updated.	SC to review paperwork.	April 2020
11. Pupils and parents are informed about the Service's Equality Policy, and their responsibilities have been made clear	✓			Part of induction planning meeting process.		
12. The service 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	✓			Logs in place which are monitored termly by Managers ongoing. Also reported termly to PRU Management committee.		
13. The service's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes	✓			In policy documents.		
14. The Service maintains an accessibility plan as required by Schedule 10 of the Equality Act 2010, in order to increase disabled pupils' <ul style="list-style-type: none"> • participation in the service's curriculum • access to the physical environment • access to information 		✓		Accessibility plan written and awaiting PRU Management Committee approval	Accessibility Plan to be presented to PRU management Committee	RG October 2019
15. The service is confident that disabled pupils are able to take advantage of the education and benefits, facilities or services it provides or offers.	✓			High levels of parental liaison across provision. Local authority support available.		
16. The service is confident that disabled pupils and their families have equality of access to information which the service produces (e.g. newsletters, guidance, advice, website, etc.)	✓			Induction, high level of parent liaison, updated website, SENCO in place for Service.		
17. The service has published its SEND Information Report detailing relevant services available for children with disabilities and / or Special Educational Needs				N/A		

Equality Impact Assessment Template for Schools/PRUs

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
18. The service contributes appropriately to Pupil Education, Health and Care Plan	✓			Staff are involved in this process from an education perspective where appropriate. SENCO in place to monitor and provide support when necessary.		
19. The service 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).	✓			Staff/Senco/parents liaison.		
20. The service’s Self Evaluation Process contains judgments about how well the service promotes equality and cohesion.	✓			Judgement made in SEF documentation which is updated regularly by managers.		
Monitoring and impact assessment						
21. The service has an accurate, up-to-date profile of its pupils and staff by age, race, sex (gender), religion, sexual orientation, and disability	✓			SIMS annual census return collects this. Sexual orientation is not monitored at the moment.		
22. The service has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs		✓			Policies in place Equality Impact Assessments needed for key policies.	DC/SC
23. Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.		✓			Data to be collected and included in PRU Management Reports. Can monitor all where appropriate.	
24. The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and service development planning.		✓			Data to be collected and included in PRU Management Reports	
25. The service systematically monitor, review and record the progress of pupils with Education, Health and Care Plans or Individual Education Plans (IEP)	✓			Regular review of progress tracked in line with set deadline.		All staff

Equality Impact Assessment Template for Schools/PRUs

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
26. The Service has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes	✓			Reflected in processing.	Commissioning process under review	Local authority and RG November 2019
Sense of belonging						
27. There is a strong sense of children's rights and responsibilities in the service regarding equality, diversity, British Values and community cohesion	✓			Built into curriculum across provision.	Continue to build in to curriculum.	
28. The service 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	✓			High level of partnership working across community.		
29. The service works with parents of children with special educational needs as equal partners in their child's education.	✓			High level of staff liaison/support/SENCO.		
Teaching learning and curriculum						
30. The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics	✓			Ongoing assessment by staff/manager each academic year.	Curriculum intent statements to prepare across the service	Teachers in charge Jan 2020
31. The service takes steps to increase the extent to which disabled pupils can participate in the curriculum.	✓			Mental Health CAHMS – Art Therapy/Music – bespoke adaptations		
32. The service responds to individual needs at all levels through appropriate differentiation of the curriculum.	✓			Individual timetable to support as necessary. Individual learning plans.		
33. The service implements appropriate group and individual intervention programmes to address learning difficulties.	✓			As ongoing – SEN etc.		
34. Children who are considered to be new arrivals are welcomed and inducted into the service so that they settle quickly.	✓			Stakeholder evaluates pupil. All children have planning meetings and induction process		
35. Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children	✓			Funds in place to support outreach school support.		

Equality Impact Assessment Template for Schools/PRUs

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
36. The PRU Management Committee is able to identify examples of reasonable adjustments made at the service	✓			Reflected in reports produced. Individual case study.		
37. The PRU Management Committee is able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated	✓			Linked to OFSTED. Curriculum evidence.		
38. The PRU Management Committee knows how the service tracks relative underachievement by race, disability and sex (gender), and how successful this has been	✓			Pupil Tracking system in place to monitor this aspect.		
39. The service is confident that where possible excluded or self-excluded pupils are successfully re-integrated	✓			High levels of reintegration back to mainstream in some areas of the service. Monitoring systems in place with keyworkers to challenge half-termly.		
40. The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful	✓			Anti-bullying Training/Policy in place. Logs in place for all incidents. Introduction of CPOMS to improve recording and communication.		
41. Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the PRU Management Committee	✓			Ongoing. Discussed at every SMT meeting and reflected in termly reports by management.		
42.						
Equity and Extended Services						
43. The service's Self Evaluation Process contains judgements on the contribution parents and other communities makes to pupils' learning and well being	✓			Stakeholder feedback is built in to SEF. SEF updated every term.		

Equality Impact Assessment Template for Schools/PRUs

Audit Area and Questions	A ✓	B ✓	C ✓	Evidence	Tasks and priorities	By Whom and Date
44. The PRU Management Committee knows of the impact of: <ul style="list-style-type: none"> • Partnership arrangements with other PRUs, Alternative Provision and schools • International links • Use of shared facilities • Opportunities for intercultural activities 	✓			Report to Management Committee reflects this. Built into curriculum across Service. Good links with mainstreams and special schools.		
45. The PRU Management Committee knows how funds such as-Pupil Premium have benefited children.	✓			Reports to PRU Management detail this. Specific details on money spent and impact held by Managers. Pupil premium champion in each base.		
46. The PRU Management Committee will use the criteria in the Strengthening Community section of the Head Teachers National Standards when appointing a new Head of Service / Teacher In Charge and/or refer to these in setting objectives in performance management				N/A		

Appendix 1

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

1. **Aims:** Please identify the main aims of the policy, decision or function?

2. **Impact upon different people with different protected characteristics:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the Service vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, sex (gender), disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (Age, marriage and civil partnership do not apply to school provisions.)

The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

All learners and potential learners are of equal value and should benefit from the service policies, practices and programmes.

b. Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development

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

d. Positive attitudes and relationships should be fostered

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced

In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation

Equality Impact Assessment Template for Schools/PRUs

should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be Parents, the PRU Management Committee, etc.

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

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the Services vulnerable to equal pay or discrimination claims. The service's policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate in the table below how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

Equality Impact Assessment Template for Schools/PRUs

'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				
Age	Equality of opportunity to access age appropriate curriculum	Access to age appropriate curriculum		
Disability, SEN and Carers	Differentiation	Ensuring appropriate assessment intervention and support		
Sex (Gender)		Ensuring reflection of good gender models in resources and staffing		
Human Rights	Rights and Responsibilities	Reflection in curriculum content, Behaviour Policy		
Gender Reassignment	Awareness	Staff have experienced this and ensured sensitive handling		
Race (Ethnicity)	Promoting multi-cultural awareness	Embedded in curriculum		
Marriage and Civil Partnership	Raising awareness	Linked to SRE curriculum		
Pregnancy and maternity	Ensuring education is available	Support to YP where pregnancy is an issue - returning to education		
Religion or Belief		Inclusion in curriculum		
Sexual Orientation		Inclusion in curriculum		
Community Cohesion		Links to external agencies		
Promoting Health	Raising awareness	Inclusion in curriculum		

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 the PRU Management Committee (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.