

Libra School

Equalities Policy

Date	Review Date	Coordinator	Director
24.04.18	22.04.19	Kirsty Crosby	Joan Wilkes

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation and guidance:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Libra understands that the 2010 Act consolidates past legislation that although has much relevance on this particular policy, is not referred to explicitly. This includes: *the Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970 and The Disability Discrimination Act 1995.*
- The Education (School Performance Information) (England) Regulations 2001
- Equality Act 2010
- Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, June 2014
- United Nations Convention on the Rights of the Child
- Every Child Matters Agenda.
- DfE's Keeping Children Safe in Education 2016
- DfE's Mental Health and Behaviour in School 2016

This Equalities Policy brings together all previous policies, schemes and action plans around equality and equal opportunities, including those that we had previously for Race, Gender and Disability and Equal Opportunities. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against, or to devalue, any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Libra embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child and the Every Child Matters Agenda.

Our Equalities Policy is inclusive of our whole company community – young people, staff, parents / carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from unlawful discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

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We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school staff who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school staff or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school staff to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

This policy aims to:

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To minimise the distress and disruption to those pupils and school staff who are transgender.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with placing Local Authorities to share good practice in order to improve this policy.
- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To embed equality of access, opportunity and outcome for all members of our Libra community, within all aspects of their life.
- To seek out opportunities to embrace the following key concepts through our Statement of Purposes and supporting Policies and Procedures:
 - *Shared Humanity.* Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
 - *Valuing difference and diversity.* We appreciate the richness within our differences and look for ways of celebrating and understanding them better
 - *Interdependence, interaction and influence.* We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
 - *Social cohesion* within our school and within our local community
 - *Excellence.* We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
 - *Personal and cultural identity.* We will provide opportunities to explore and value the complexity of our personal and cultural identities
 - *Fairness and social justice.* We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

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Libra seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation..

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

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We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Staff Employment

We comply fully with legislation which protects our staff (including residential care staff, teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we 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 within reasonable financial parameters.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made¹ or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We encourage all staff to seek company advice and guidance on such personal issues as: maternity / paternity leave, tending to dependents, compassionate leave and sick leave. Staff are to be reassured that their rights to holiday and rates of pay will not be affected by such absences

¹ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

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from work, neither will they suffer unfair or discriminatory types of behavior as a result. Staff will be directed to relevant policies and procedures for a full breakdown of information.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Hate or prejudice-based incidents and bullying:

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our ethos and curriculum, we want our children to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider Libra community through our actions and responses.

Disability and Discrimination

Libra has a legal duty to be non-discriminatory towards disabled children and to provide equal access and opportunity to the curriculum. Disability in this instance is to mean young people suffering from physical difficulties or mental health issues.

We aim to:

- To support and respect the rights of disabled young people, so that they may have equal access to the curriculum, extra-curricular and other services.
- Equally value and encourage all children.
- Foster positive attitudes towards disability within the LIBRA community.
- Notwithstanding the above, and Libra's desire to enrich the lives of all our young people by pursuing an inclusive policy towards all young people which reflects the diversity of the outside world and Libra principles, Libra places equal importance on ensuring that no pupil's education and progress is impaired by the behaviour of another pupil.

Admissions:

- Libra will aim to maintain and, if possible, improve the educational and general progress and development of all its young people, in keeping with Libra's Statement of Purpose. It will provide a service to a disabled person on the same terms as it would for any other person.
- Libra must feel reasonably sure that throughout a young person's time at LIBRA, we will be able to educate and develop the prospective young person to the best of his/her potential.

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- Libra policy is to apply these criteria to all young people and potential young people, regardless of any disability of which it is made aware by Social Workers (or their managers). Libra has a legal obligation to make reasonable adjustments not to put any disabled young person or potential young person at a substantial disadvantage compared with other young people who are not disadvantaged because of disability.
- LIBRA School requires Social Workers (or their managers) to inform the school in respect of the disability of a prospective pupil.
- In assessing any young person or prospective young person, Libra may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate.

Education:

- Staff will continue to be made aware of young people with Disability or Special Educational Needs (by the Head Teacher).
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled young people at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning patterns of all the young people according to their abilities and needs. Such differentiation should be reflected in the Schemes of Work.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other young people, nor their Health and Safety (e.g. labs, workshops, sports equipment).
- The school, as an independent school, is not required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops. However, Libra does monitor the classroom environment and makes every effort to provide more staff coverage to support children with more enhanced difficulties and to also ensure that new and beneficial technologies are available to help lessons become more accessible.

Sporting & Recreational Activities:

- Libra will continue to provide equal access to all activities for disabled young people, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision.
- Individual Risk Assessment and management strategies will be provided for disabled young people engaged in school trips or visits.

Welfare Awareness:

- Staff and young people are to be made aware of disability and understand its effects and accept and support disabled young people as part of Libra life (e.g. Citizenship).
- Where necessary, appropriate staff training will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.
- Libra's Equal Opportunities Policy, Bullying Policy, pupil and staff handbooks, will reflect inclusiveness and the difficulties faced by disabled young people, thereby improve understanding and integration.
- The school will agree with Social Workers (or their managers) appropriate regular means of communication with regard to the pupil's progress, behavioural issues and the effects of any medication.

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Accommodation:

Libra would take reasonable and appropriate measures to accommodate the physical facilities of the buildings (within budgetary restraints) to enable the admission of any disabled student.

Recruitment and employment:

Libra is an equal opportunity employer. Libra recognises that in the areas of equal opportunities, effective policies and practice are a means of maximising the use of resources within the organisation and employees best interest.

It is unlawful for employers to discriminate against disabled employees and disabled people who apply for a job. LIBRA will ensure that we do not treat a disabled employee or applicant less favourably than another on the grounds of the disabled person's disability (direct discrimination).

This duty applies to:

- Recruitment, selection and interview procedures;
- Terms and conditions of employment;
- Induction, opportunities for promotion and transfer, training, professional development and other benefits;
- Termination of employment.

Libra ensures:

- Selection criteria are, and will continue to be, scrutinised to ensure individuals are selected, promoted and treated fairly in terms of their merits and abilities.
- Training programmes are in place and making selection decisions for training is not carried out in a discriminatory way. Libra will not discriminate in any training provision or needs of its employees.
- Training during the induction period will take into account the implications of the Race Relation Act 1976, paragraphs 35 and 38, also section 48 paragraphs 1 and 2 of the Sex Discrimination Act 1975 i.e. where employers (in certain circumstances) provide specific training facilities to particular racial groups or to women or men only issues.
- Advertising is both internal and external. This practice will continue to be normal practice. Advertising by 'word of mouth' exclusively is unacceptable.
- All employees will be given equal opportunity to pursue special training (as appropriate) to progress within the Libra organisation.
- Staff also have the right to suggest training opportunities that they think would help benefit themselves / others/ the company, in the exercising of their duties.
- Staff who have been absent from work due to maternity / paternity leave, tending to the needs of a dependent, or on compassionate leave, have the right to expect that their opportunities at Libra have not been compromised as a result.

Libra will make "reasonable adjustments" (within budgetary constraints to:

- Any practice, policy or procedure that makes it impossible or unreasonably difficult for a disabled person to make use of a service;
- The provision of auxiliary aids and services that would enable or facilitate the use of a service by a disabled person;
- Physical features. Reasonable adjustments to physical features will include:
 - removal or alteration
 - providing a reasonable means of avoiding the feature;

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- making the service available by a reasonable alternative means.

Libra will adopt procedures, which will give people with a disability fair and full consideration for vacancies or placements. Disability is defined in this instance as a person who has a physical complaint or a mental health need. Support will be given and training provided to successful applicants, irrespective of any additional needs they might have. Libra works therefore to:

- Ensure that employees will not be treated unfairly at anytime.
- To create a work environment where every employee and resident is treated with dignity and respect. Each person's self worth and sense of self worth within Libra should be maintained.
- Make clear to all that that harassment or bullying within Libra is seen as entirely unacceptable and will not be tolerated.
- Provide a clean and effective process for handling complaints and provide support for any resident or employee making a complaint.

Grievance and Discipline:

- If there are any complaints of discrimination, this will be pursued through the appropriate Grievance and Complaints Procedures.
- In line with the principles of natural justice it is not permissible for Libra employees to discriminate against clients, other employees or members of the general public. This can amount to gross misconduct and could lead to dismissal.
- Staff should be encouraged to engage in discussion with the Directors or senior management team if a grievance occurs, before seeking external support. However, staff should not be persecuted for consulting professional bodies when communication has broken down. This could be Acas or the Citizen's Advice..

Equal Opportunities

LIBRA School is committed to ensuring that all members of its community, including children, parents/guardians, Directors, academic, pastoral and support staff, are treated fairly and equally regardless of their race, colour, gender, nationality, religious or political beliefs, ethnic or national origin, age, gender reassignment, marital status, sexual orientation, social background or disability.

- Each individual has the right to study and work, free from prejudice, stereotyping, harassment, bullying and negative discrimination.
- Each individual has the responsibility to treat others with respect.
- Each individual has the right to be judged and treated by all other members of the School on his or her own merits.
- Each individual has the right to be listened to by his or her peers and other members of the community.
- Each individual has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating.
- Each individual will be encouraged and supported to aim for the highest goals, and to achieve his or her full potential in all areas of their life at LIBRA School.
- Each pupil should be able to participate in lessons and activities suitable for his or her age, gender and ability within the range of activities offered by LIBRA School.

Libra aims:

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- To provide a curriculum within which prejudice is challenged and which fosters self-respect and tolerance.
- To provide a safe environment for all members of the school community, taking appropriate action to deal with any form of discrimination within the school.
- To promote an awareness of how these issues impact upon the wider community, beyond the immediate environment of the school.
- To avoid reinforcing stereotypical views of society by careful choice of language and materials both inside and outside the classroom.

All children can call on the help and advice of any member of teaching, care or support staff if they feel that they are not being treated fairly or with respect.

Responsibility for the Policy and Procedure

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensuring that this policy is embedded into the culture of the school;
- ensure all school staff, children and parents are aware of and comply with this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all children from across the ability range;
- provide every opportunity for children to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all children in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of children within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - scrutinising teachers planning
 - scrutinising children work
 - observing children throughout the school day
 - classroom monitoring of pupil progress
 - analysis of questionnaires and surveys with children, parents/carers and school staff
 - analysis of pupil data

Role of School Staff

School staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;

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- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of racial harassment and bullying;
- have high expectations of all children;
- carefully monitor all groups of children to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all children;
- provide challenge for all children;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all children;
- provide specialised resources for children with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure children feel valued and have individual targets;
- be open to the views of children;
- encourage children to share their experiences of different cultures and different religions;
- provide positive classroom displays of children work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community

Role of Children

Children will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the school council;

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Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Senior Management Team.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school staff.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - fundraising and social events
- be asked to take part periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home such as weekly newsletters and of end of half term newsletters

Training

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying

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- Assessment
- Curriculum
- Pupil Behaviour & Discipline
- Sex and Relationships
- Teaching and Learning

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

▪ Anti-bullying	▪ Assessment	▪ Curriculum
▪ Discipline, Sanction	▪ Sex & Relationships	▪ Staffing
▪ Teaching & Learning	▪ Promoting Positive Behaviour and Relationships	▪ De-escalation and Positive Handling

Director:	Joan Wilkes	Date:	24.05.18
Head Teacher:	Kirsty Crosby	Date:	24.05.18

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Equalities Policy	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups																											Conclusion	
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	24.05.18	Joan Wilkes	24.05.18

Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by Directors			x	
• Policy regularly discussed at meetings of the Directors			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				