

**FIVE RIVERS**  
Multi Academy Trust



**FIVE RIVERS MULTI ACADEMY TRUST**

**EQUALITY STATEMENT**

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# Contents

<b>1. Overview</b>	<b>2</b>
<b>2. The General Duty</b>	<b>2</b>
<b>3. Protected Characteristics</b>	<b>3</b>
<b>4. Discriminatory Behaviour</b>	<b>3</b>
<b>5. General Exceptions</b>	<b>4</b>
<b>6. Positive Action</b>	<b>6</b>
<b>7. Disability</b>	<b>6</b>
<b>8. The Public Sector Equality Duty</b>	<b>7</b>
<b>9. “Due Regard”</b>	<b>8</b>
<b>10. Education Specific Employment Provisions</b>	<b>8</b>
<b>11. Community Cohesion</b>	<b>9</b>
<b>12. Compliance with the Equality Duty</b>	<b>10</b>
<b>13. Information Gathering</b>	<b>11</b>
<b>14. Publication, Review and Revision</b>	<b>11</b>
<b>15. Equality Objectives</b>	<b>11</b>
<b>16. Leadership</b>	<b>12</b>
<b>17. Procurement and Contractors</b>	<b>13</b>
<b>18. Visitors</b>	<b>13</b>
<b>Appendix A: Evidence of compliance with the three strands of the Equality Act General Duty within policies and procedures.</b>	<b>14</b>
<b>Appendix B: Setting Equality Objectives</b>	<b>17</b>
<b>Appendix C: Considerations in Equality Impact Assessment</b>	<b>19</b>

## 1. Overview

1.1 The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. It applies to all public sector organisations, such as Local Authority, Health, Police and Schools. The Act introduced a single **Public Sector Equality Duty (PSED)**, also referred to as the “**General Duty**”, which extends to protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy/maternity and gender reassignment. This combined duty came into effect in 2011.

1.2 In England and Wales, the Act applies to all maintained and independent schools, including Academies and special schools. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

1.3 The Act deals with the way in which schools treat pupils and prospective pupils. The relationship between one pupil and another is not within its scope. The school’s individual policies and procedures will bear directly on this relationship.

1.4 Implementation of the duties under the Equality Act is the legal responsibility of the school governing body.

## 2. The General Duty

2.1 The General duty has three aims. It requires public bodies to have a due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equal opportunity
- foster good relations.

All schools comprising the Five Rivers Multi Academy Trust commit to abide by the Equality Act 2010.

2.2 We accept our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society. Equality considerations are embedded in day-to-day school practice to tackle discrimination and inequality. By placing an equality perspective in all our policies and practices, we recognise that we are not thinking about people as a homogenous group but as distinct groups and individuals with differing needs, characteristics and behaviours. Our legal duty applies

to all aspects of the school community and our public sector interface. It relates equally to children and adults, and applies to all pupils, staff, visitors and contractors.

2.3 Our duties and obligations are set out below.

The Act defines types of discriminatory (“**unlawful**”) behaviour and categories (“**protected characteristics**”) to which the law applies and against which it offers protection. The provisions concerning protected characteristics and unlawful behaviour also apply to the school as employer.

### 3. Protected Characteristics

3.1 The term “**protected characteristics**” refers to the categories to which the law applies. Under the Act, it is unlawful for the school to discriminate on the grounds of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

or to fail to make reasonable adjustment to accommodate disability.

3.2 A person’s age is a protected characteristic in relation to employment and extends to goods and services, but does not apply to pupils. The school remains free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development.

3.3 The extended scope of the Act makes it also unlawful to discriminate on these grounds against another person with whom a pupil or member of staff is associated (“**by association**”) or because of a characteristic which it is thought a person has, even if this is mistaken (“**by perception**”).

### 4. Discriminatory Behaviour

**Unlawful behaviour** is defined as: **direct discrimination, indirect discrimination, harassment, and victimisation.**

4.1 **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people.

4.2 **Indirect discrimination** occurs when a “provision criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

4.3 **Harassment** has a specific legal definition in the Act. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour but potentially also extends to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

4.4 Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does **not** mean that schools are free to bully or harass pupils on these grounds – to do so would still be unlawful as well as unacceptable. Any case against a school would be on grounds of direct discrimination rather than harassment.

4.5 **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. Even if what was said or done was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, protection against retaliation is given unless the action was in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

As well as it being unlawful to victimise a person who does a protected act a child must not be victimised because of something done by a person with whom the child is associated, whether or not that person was acting in good faith.

If a pupil has done a protected act, then the child’s own good faith will be relevant.

## 5. **General Exceptions**

Relevant exceptions which apply to the school:

### 5.1 **Curriculum**

The content of the school curriculum has never been subject to discrimination law, and the Act now states explicitly that it is excluded. However, the way in which the school provides education – the delivery of the curriculum – is explicitly included. This ensures that the school is free to include a full range of issues, ideas and materials in the

syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. We will take steps to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

## **5.2 Acts of worship**

There is a general exception which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Schools are also free to celebrate religious festivals and cannot be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

## **5.3 Uniforms**

The Act does not deal specifically with school uniform or other aspects of appearance, however, the general requirement not to discriminate in the treatment of pupils applies. It is for the governing body/trustees to decide on uniform and rules relating to appearance, under the duties placed upon it by statute to manage the school.

Schools must have regard to their obligations under the Human Rights Act 1998, as well as under equality law, and to ensure that blanket uniform policies do not discriminate because of race, religion or belief, gender, disability. The academies comprising FRMAT will assess the implications of uniform requirements and act reasonably to accommodate needs, without compromising important school policies, such as school safety or discipline. Refer to the individual Academies' Uniform Policy.

## **5.4 Bullying**

The issue of bullying motivated by prejudice is a particularly sensitive issue. Although the relationship between one pupil and another is not within the scope of the Act, schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. We are committed to this. Refer to the individual Academies' Anti-Bullying Policy.

## **5.5 School's duty of care**

In addition to the Equality Act, the schools comprising Five Rivers Multi Academy Trust also have many other duties, including the duty of care to pupils, and the duty to deliver key areas of the curriculum such as religious education or sex and relationship education. Refer to the appropriate sections in other school policies.

## 6. **Positive Action**

The Act makes provision for **Positive Action**, which allows schools to target measures designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. In employing Positive Action, we will ensure such measures are a proportionate way of achieving the relevant aim.

## 7. **Disability**

The Act encompasses specific provision regarding disability. The overriding principle of equality legislation is generally one of equal treatment. However, the provision relating to disability discrimination is different in that it allows, and in some cases requires, more favourable treatment to ensure, as far as is reasonably possible, that a person with a disability can benefit from what is on offer to the same extent as a person without that disability.

### 7.1 **Definition of disability**

The Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

The provisions on **unlawful behaviour** towards disability are reinforced.

7.2 **Direct discrimination.** A school must not treat a disabled pupil less favourably simply because of disability. There are no grounds for direct discrimination.

7.3 **Indirect discrimination.** A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only unless it can be shown to be for a legitimate reason, and a proportionate way to achieve that legitimate aim.

7.4 **Discrimination arising from disability.** A school must not discriminate against a disabled pupil because of something that is a consequence of their disability. Like indirect discrimination, discrimination arising from disability can potentially be justified.

7.5 **Harassment.** A school must not harass a pupil because of disability.

### 7.6 **Reasonable Adjustments and Auxiliary Aids**

The duty to make reasonable adjustments applies only to disabled people. Our duty is summarised as:

- Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features as this is already considered part of their planning duties.

### 7.7 **Auxiliary aids and services**

Since September 2012, schools also have an extended duty to supply auxiliary aids and services for disability as reasonable adjustments, if these are not already covered or supplied through Education, Health and Care (EHC) Plans (replacing Special Educational Needs (SEN) statements) or other sources. We have committed to provide adequate financial resources for this and to carry out regular review. This duty is intended to avoid disadvantage in relation to disability and extends to pupils and to the school as employer.

### 7.8 **Duties around Accessibility for Disabled Pupils**

Schools need to carry out accessibility planning for disabled pupils. We have a duty to implement disability accessibility plans and to make all reasonable adjustments aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment, to enable disabled pupils to take better advantage of education, benefits, facilities and services, and
- improving the availability of accessible information to disabled pupils.

We commit to providing adequate resources for implementation of plans and regular review.

## 8. **The Public Sector Equality Duty**

8.1 The Public Sector Equality Duty (PSED) came into force in April 2011 and extends to **protected characteristics** – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment. In relation to these groups, it calls for the school to have a **due regard to the need to:**

- eliminate discrimination
- advance equality of opportunity

- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

8.2 This means we will ensure that:

- decision-makers are aware of the PSED duty to have “due regard” when making a decision or taking an action and give relevant and proportionate consideration when assessing whether it may have implications for people with particular protected characteristics.
- equality implications are taken into consideration in developing policies and taking decisions, and are reviewed on a continuing basis.
- the PSED is integrated into all the school's functions and policies and that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

8.3 The school cannot delegate responsibility for carrying out the PSED duty to anyone else.

## **9. “Due Regard”**

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The significance of the implications, and the amount of thought that needs to be devoted to them, will vary depending on the nature of the decision. It is good practice to keep a note of any equality consideration although this does not necessarily need to take the form of a formal equality analysis. Records in school documents will demonstrate that the due regard duty is being fulfilled.

## **10. Education Specific Employment Provisions**

10.1 The role of schools as employers is covered by separate employment legislation and codes of practice. In addition to these, the Equality Act brought in some specific employment issues just for schools.

10.2 All of the protected characteristics, including age, are covered by the employment provisions of the Act.

10.3 As employers, the schools must not discriminate against a potential employee in respect of whether to offer a job or the terms on which a position is offered and must not

discriminate against an existing employee in respect of the benefits, facilities and services offered to employees, including training opportunities, promotion or dismissal.

10.4 Harassment (as defined above) against potential or existing employees in relation to any of the protected characteristics is also unlawful, as is victimisation of any person who has done a protected act (as above).

10.5 The schools are under the same duty to make reasonable adjustments in relation to disability for employees or potential employees as for pupils, as set out earlier. Reasonable adjustments must be made to arrangements or practices to alleviate disadvantage and must also take reasonable steps to provide any necessary auxiliary aids and services. The duty also calls for consideration to be given to alterations to physical features of the schools where that is reasonable to avoid disadvantage caused by disability.

10.6 The Act also introduced provision to make it unlawful for an employer to enquire about the health of an applicant for a position until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work. Job applicants can no longer be required to complete a generic health questionnaire as part of the application process. There are potential implications in relation to establishing teachers' fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). Existing school practices must now comply with both the Health Standards Regulations and Section 60 of the Equality Act. Necessary health questions may be asked after job offer. Any health-related questions must be targeted, necessary and relevant to the position applied for.

10.7 These provisions also affect recruitment practices under the Safeguarding Children and Safer Recruitment in Education Guidance. Past sickness records are no longer to be sought until a conditional job offer has been made.

## **11. Community Cohesion**

11.1 The Education and Inspections Act (EIA) 2006 requires schools to promote community cohesion under a duty which came into force in 2007. It links in with the Public Sector Equality Duty under "foster good relations". Though the requirement for Ofsted inspectors to grade schools on community cohesion work was dropped in 2012, this duty remains and is the legal responsibility of the governing body or trustees. Ofsted inspections are still required to consider the spiritual, moral, social and cultural development of pupils.

11.2 This provides an opportunity for schools to demonstrate how wider links with the community contribute to pupils' development in these areas. To fulfil the duty, we must demonstrate that we understand the context of our communities; that we have planned

and taken an appropriate set of actions; and that there is evidence of the impact of these actions.

11.3 From our perspective, “**community**” has a number of dimensions, including:

- the school communities, our pupils, their families, our staff and governing bodies/trustees and the wider communities which use our facilities and services
- the communities within which we are located, including Sheffield, the UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, religious or not, ethnic and socio-economic groups, as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds.

11.4 Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values
- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

11.5 To meet the duty, in practice this means we will:

- monitor and deal effectively with racial incidents and bullying
- ensure the curriculum is inclusive
- recognise and value diversity
- take Positive Action to:
  - close attainment gaps
  - raise expectations
  - increase workforce representation
- offer staff development inclusive of support staff
- develop cultural and local community links.

## 12. Compliance with the Equality Duty

Under the Act, whilst our schools are free to meet the Equality Duties in ways appropriate to their own set of circumstances, we have a specific duty:

- to publish information to demonstrate compliance

- to prepare and publish equality objectives.

### **13. Information Gathering**

We will continually seek the views of stakeholders in order to improve our practice. In gathering information, we will consult and engage both with people affected by decisions: pupils, parents and carers, staff, governors and trustees, members of the local community – and with others with specialist knowledge to inform the schools' approach, as appropriate. Sources might include pupil data and surveys, school council, assertive mentoring and EHCP/SEND reviews, parents' evenings, surveys and informal conversations, staff and committee meetings, performance management reviews, workforce statistics, training, curriculum review, staff surveys, policy, procedure and financial review, etc.

### **14. Publication, Review and Revision**

All our policies and procedures are subject to review by governors/trustees at appropriate intervals. We are required to update published information at least annually and to update equality objectives at least once every four years, against actions taken and progress made. Information will be made available on the school website and in school documents. Evidence of the duty and engagement with people affected by its decisions will be recorded in school policies, development plans, notes from relevant committees, pupil performance data, Analyse School Performance (ASP), EHCP/SEND and Head's reports, staff training, community involvement, and other sources as appropriate.

### **15. Equality Objectives**

All schools are required to prepare and publish specific and measurable objectives to pursue over the coming years to achieve the three aims of the duty.

The Equality Objectives for the schools in Five Rivers Multi Academy Trust are:

- to provide a safe and accessible environment and address any issues of exclusion
- to ensure equity and high standards for all and to tackle under-performance by any particular group
- to continue to raise attainment in literacy and numeracy

- to continue to raise attendance and to address related issues
- to foster an environment of dignity and respect
- to advance equality of opportunity, remove or minimise disadvantage and encourage participation in all activities
- to promote tolerance and friendship
- to eliminate and take action against all forms of discrimination
- to continue to address workforce-based equality issues by conforming to Human Resource Procedures on appointments, promotions and other employment issues but always appointing the best candidate
- to continue to seek the views of pupils, staff, parents and carers, and stakeholders in the wider community
- to work in partnership with outside agencies and the local community to achieve these aims.

## 16. Leadership

16.1 All staff and trustees/governors at our academies are responsible for implementation of the equality and community cohesion duties.

16.2 **Trustees/Governors** are responsible for:

- ensuring that the school complies with the relevant equality legislation;
- ensuring that procedures are followed and regularly reviewed.

16.3 **The CEO, Principals and Executive Leadership Team** are responsible for:

- promoting equality throughout the academies, including policies and actions;
- ensuring that staff, pupils, parents and carers, and governors/trustees are aware of and follow equality procedures;
- producing regular information for staff and governors/trustees, highlighting and addressing any inequalities;
- taking action against any form of discrimination;
- ensuring that all staff know their responsibilities and receive training and support.

16.4 All **Staff** are responsible for:

- being able to recognise and tackle bias and stereotyping or prejudice and to deal with any incidents;
- promoting equal opportunities and avoiding discrimination;
- keeping up to date with legislative and professional developments;
- taking up training and learning opportunities;
- notifying the CEO/Executive Leadership Team of actions outside this policy.

## **17. Procurement and Contractors**

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery and will make them aware of school expectations as regards adult/pupil relationships. Work will be carried out in school holidays or out of school hours wherever possible.

## **18. Visitors**

We will take steps to ensure that visitors to our academies including parents are adhering to our commitment to equality and will make them aware of school expectations and policies as regards adult/pupil relationships. We will challenge any discriminatory or inappropriate behaviour.

The staff of Five Rivers Multi Academy Trust abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against.

Updated March 2018.

Source: The Equality Act 2010 and Schools, Dept. for Education non-statutory advice.

Next review due before March 2019.

**Appendix A: Evidence of compliance with the three strands of the Equality Act  
General Duty within policies and procedures.**

Though there is no formal requirement to record evidence in this format, the matrices below set out the process by which decisions are evaluated and reviewed. All decisions must be evidence-based.

<b>Protected Characteristic</b>		<b>General Duty Aims</b>	
Stage1 Evidence	Evidence to show that we eliminate discrimination, harassment and victimisation.	Evidence to show that we advance equality of opportunity between people who share a protected characteristic and those who do not.	Evidence to show that we advance good relations between people who share a protected characteristic and those who do not.
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief			
Sexual Orientation			

Notes:

Including:

- Qualitative and quantitative information
- Identification of any gaps and ways to fill in, incl. any engagement.

The information to be published must include information on the effects policies and practices have had on employees, pupils and others from protected groups.

**Appendix A: Evidence of compliance with the three strands of the Equality Act  
General Duty within policies and procedures (contd.).**

<b>Protected Characteristic</b>		<b>General Duty Aims</b>	
Stage 2 Engagement	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief			
Sexual Orientation			

Notes:

Engagement may happen at different stages:

- At the beginning of the decision-making process – to gather opinions, evidence and ideas, incl. gaps, difficulties, and reasons if not applicable.
- At the point of developing options and making a decision to better understand perceptions, views, preferences, weigh up different options and come to a final decision.
- When implementing a decision to develop action plans and implementation strategies.

Engagement helps to:

- identify particular needs, patterns of disadvantage and poor relations between groups
- understand the reasons for disadvantage, low participation rates and poor relations
- design initiatives to meet these needs and overcome barriers
- fill gaps in equality information
- determine priorities
- prioritise which objectives are most likely to make the biggest difference to tackling equality.

**Appendix A: Evidence of compliance with the three strands of the Equality Act  
General Duty within policies and procedures (contd.).**

Stage 1 + Stage 2 = Stage 3: An analysis of the school's effectiveness in promoting each of the three strands of the General Duty.

<b>Protected Characteristic</b>		<b>General Duty Aims</b>	
Stage1 + 2 = Stage 3 Effectiveness	How effective are we at eliminating discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief			
Sexual Orientation			

This will provide the starting point for setting Equality Objectives.

Source: Equality Act 2010 Toolkit for Schools, October 2011. Produced by SCC Lifelong Learning and Communities, Children, Young People and Families.

## Appendix B: Setting Equality Objectives

Schools can decide their own priorities. However, they need to show that decisions are evidence-based.

Schools are expected to collect and analyse evidence relating to the protected characteristics, including evidence from consultation and the involvement of people from protected groups, pupils, parents, staff and others.

Equality objectives need to be located within mainstream plans. They can be set on key improvement areas and need to be achievable and measurable.

Our considerations concerning areas of activity across each of the protected characteristics might include:

Ethnicity	Gypsy/Roma/Traveller education Cultural competence of school staff Tackling racist attitudes and racist incidents Narrowing gaps in attainment English as an additional language (EAL) Communication with parents/carers who need info in other languages Participation in activity such as Holocaust Memorial Day, Black History month, Refugee week Multicultural resources
Gender	Gender role stereotypes Involvement of fathers Sexual/sexist bullying Pregnancy related discrimination Gender pay gap Families affected by domestic abuse
Gender Reassignment	Bullying policy to include ref. to transphobic bullying Adoption of Sheffield LGBT Education Charter Staff/pupils who may be going through gender identity issues Staff/pupils or parent/carer who may be going through gender transformation Different kinds of families Signposting to outside support for individuals Marking LGBT History month and Intl. Day against Homophobia and Transphobia (IDAHO)
Religion or Belief	Prayer needs Dietary needs Religious observance Needs of non-religious members of school community

	<p>Religious intolerance</p> <p>Religious/cultural implications of school uniform policy</p> <p>Parental withdrawal from visits to places of worship or from other activities</p> <p>Staff withdrawal from RE teaching</p> <p>Collective worship</p> <p>Vetting of speakers</p> <p>Influence of extremist views on pupils</p> <p>Multi-faith RE curriculum</p>
Sexual Orientation	<p>Bullying policy to include homophobic bullying</p> <p>Adoption of Sheffield LGBT Education Charter</p> <p>Role model LGB people in the curriculum</p> <p>Different kinds of families, including same-sex parents</p> <p>Relationships education</p> <p>Support for young people questioning their sexuality</p> <p>Tackling homophobic language</p> <p>Removal of barriers to staff “coming out”</p> <p>Signposting to outside support for individuals</p> <p>Marking LGBT History month and Intl. Day Against Homophobia and Transphobia (IDAHO)</p>
Disability	<p>Awareness of the various forms of disability</p> <p>Access to premises and the curriculum</p> <p>Narrowing attainment gaps</p> <p>Related bullying</p> <p>Recruitment, development and retention of disabled employees</p>
Access Plan	<p>Access to premises and curriculum</p> <p>Increasing access to curriculum</p> <p>Improving school physical environment</p> <p>Making written info available to pupils in a range of different ways</p>
Community Cohesion	<p>Access to premises and curriculum</p> <p>Increasing access to curriculum</p> <p>Activity around identity and diversity</p> <p>School linking</p> <p>Use of visits and guest visitors</p> <p>Current issues in the community</p> <p>Inter-generational activity</p> <p>Inter-generational work</p> <p>Using LGBT History month, IDAHO, Black History month</p>

Source: Equality Act 2010 Toolkit for Schools, October 2011. Produced by SCC Lifelong Learning and Communities, Children, Young People and Families.

## Appendix C: Considerations in Equality Impact Assessment

Schools are no longer required to undertake formal equality impact assessments. However, equality considerations are at the heart of all decisions within the Five Rivers Multi Academy Trust and are based on criteria such those as set out below, though may not be formally recorded in this format.

Under the PSED we have to pay due regard to:  
eliminate discrimination, harassment and victimisation, advance equal opportunity, and foster good relations.

Name of policy/proposal:

Brief outline of aims and outcomes:

Details of consultation and explanation of results:

Areas of Impact e.g.	Impact	Impact Level	Evidence and Explanation of Impact
Workforce			
Age			
Disability			
Pregnancy/Maternity			
Race			
Religion/Belief			
Sex			
Sexual Orientation/ Transgender			
Carers			
Financial Exclusion			
Cohesion			
Etc.			

Other options considered:

Financial Implications	Level – None/L/M/H	Details of associated costs

Additional financial summary, to incl. basic summary of cost/benefit analysis of overall impact and link to evidence:

Summary of actions, including lead, timescales, how to monitor and review:

Outcome, incl. recommendations on any changes to policy/proposal based on above info and follow-up actions: