

# **Frank Barnes School for Deaf Children**

## **Equality, Diversity and Inclusion Policy**

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**Frank Barnes**  
School for Deaf Children

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## 1. Introduction

Frank Barnes School is an inclusive bilingual school for deaf children where we focus on the well-being and progress of every child and where all members of our community are of equal worth. Our sign bilingual practice is based on a linguistic and cultural minority view of deafness.

We comply with the Equality Act as it provides a legislative framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of social inclusion of different groups.

This policy sets out the school's approach to creating a safe environment free from unlawful discrimination, harassment, victimisation and bullying, ensuring it is a place where everyone is valued and has an equal chance to succeed.

Frank Barnes School is committed to eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. It will also advance equality of opportunity and foster good relations between employees regardless of their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Regardless of disability, ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation or faith background and their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

7. **We work to raise standards for all pupils**, and take reasonable adjustments to ensure their needs are met. We aim to improve the quality of education for all groups of pupils and raise standards across the whole school.

## **2. Purpose of this policy**

The Equality Act 2010 brought together all previous equality legislation to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy, maternity or paternity.

Frank Barnes School aims to be a place that employees want to join, enjoy working in and are proud to contribute to. The school is committed to promoting equality of opportunity in recruitment, selection, training and career progression for all staff and recognises the importance of maintaining an inclusive and diverse workforce that reflects the community it serves.

This policy applies to all permanent and fixed-term employees of the school. It also applies to teachers of the school, although teachers should also refer to the national Teachers' Standards as part of this policy and associated procedure. Agency workers are also required to adhere to the requirements set out in this policy.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties as outlined below.

### **The Public Sector Equality Duty or "general duty"**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### **"Specific duties"**

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6<sup>th</sup> 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector

Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

### **3. Development of the policy**

This policy is part of our commitment to promoting equalities and providing an inclusive school, recognised by our inclusion in Ofsted's publication "12 Outstanding Special Schools – Excelling through inclusion" in November 2009.

We plan to consult with organisations specialising in deafness including the British Deaf Association (BDA), National Deaf Children's Association (NDCS), High Trees, National and Local Deaf Children & Adults Mental Health Service (CAMHS) and the National Society for the Prevention of Cruelty to Children (NSPCC) to ensure that we include their perspectives on equalities issues.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation:

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, school self-evaluation, the school prospectus, school website and school newsletters.

There are also references in key policies including Behaviour, Admissions, SEN and Anti-bullying policies as well as minutes of meetings involving Governors, School Staff, and the Leadership and Senior Management Teams, as well as the School Council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Performance Management, Recruitment, Pay, Disciplinary and Grievance Policies.

### **4. What we are doing to eliminate discrimination, harassment & victimisation**

We take account of equality issues in relation to admissions and exclusions, in the way we provide education for our pupils and the way we provide access for pupils to facilities and services, through our Access and Health and Safety audits.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and to close the achievement gap between disabled children and their non-disabled peers.

The Headteacher and School Business Manager ensure that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the daily life of the school. We record specific equality considerations and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, maternity or paternity.

## **5. Behaviour, Exclusions and Attendance**

The school policies on Behaviour and Exclusions take full account of the new duties under the Equality Act. We make any reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We do keep a record of any prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. Historically, we rarely have incidents to report because we ensure pupils treat each other with respect and courtesy and take robust action to deal with any incidents that do occur.

## 6. What we are doing to advance equality of opportunity between groups

We know the needs of our school population very well and collect and analyse data annually in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admission meetings and Annual Review meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect and analyse data\* on:

The school population by gender and ethnicity.

The percentage (%) of pupils identified as having a special educational need and/or disability and by their principal need or disability.

Year group – in terms of ethnicity, gender and proficiency in Literacy.

Inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

\*Due to the very small cohorts of pupils, it would be possible to identify individuals in published data. Parents are given progression data for their child at Annual Review meetings and they are welcome to discuss their child's progress each term with their child's teacher during parent afternoons. They are also welcome to discuss end of Key Stage performance with the Headteacher or Deputy Headteacher.

We analyse standards reached by different groups at the end of each key stage:

- Free school meals and non-free school meals
- By ethnic group, where this group is of significant number
- English as an Additional Language in the home
- Additional needs
- Looked after Children
- Refugees

\*Due to the very small cohorts of pupils, and the sensitivities of published data as above, this information will not be published.

We also collect, analyse and use data in relation to attendance (and exclusions, where necessary) of individual pupils/different groups.

This data can be accessed by request to the Deputy Headteacher.

In order to comply with the Equality Act legislation, we need to provide for both current and future pupils. We will, for example, make the necessary preparations if a pupil with Foetal Alcohol Syndrome or a Gypsy Roma Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We provide staff training and engage with specialist agencies and DeafBlind charities e.g. SENSE to ensure we use a range of teaching strategies to best meet the needs of all pupils within their learning environment.

We provide support to pupils and take action to close any identified gaps in achievement.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We have also implemented an Equality and Accessibility Action Plan for 2019-22 designed to:

- a) Increase the extent to which pupils with disability can participate in the curriculum;
- b) Improve the physical environment and;
- c) Improve the availability of accessible information to Deaf and disabled pupils.

## **7. Positive Action**

We will take positive and proportionate action to address the inequalities faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **8. What we are doing to foster good relations**

We prepare our deaf pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through our Personal, Social, Health Education (PSHE), Citizenship and throughout the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own deaf and family culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Deaf Awareness week

We include Equalities matters in our Newsletters to parents/carers and to other stakeholders on request.

## **9. Other ways we address Equality issues**

We maintain records of all training relating to Equalities. Our monitoring records include evaluations of aspects of Equalities. We also keep minutes of meetings where equality issues are discussed and actions planned.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent group and/or focus "themed" workshops;
- Collate and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans, mentoring and support.
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

## **10. Publishing Equality Objectives**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different diversity groups. We produce Equality Data Analysis which informs our discussions about the Equality Objectives.

### **Our Equality Objectives for 2022-2024 are:**

- To ensure that the curriculum and resources are fully accessible to pupils with a range of needs and disabilities.
- To continue to improve the delivery of equal access of information to pupils and parents with a range needs/disabilities/languages.
- To improve and maintain access to the physical environment for persons with wheelchairs and VI

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our School Improvement Plan.

### **11. Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

### **12. Roles and responsibilities**

The school expects all employees, visitors and students to adhere to the principles set out within this policy, however with particular emphasis on the following:

#### **12.1 *Governing Body's Responsibilities***

The Governing Body is representative of sectors of the community. It is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy e.g. publication of information, reviewing outcomes from published information and setting of new objectives.

Each governing body committee keeps aspects of the school's commitment to the Equality Act and awareness of the statutory duties under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys, statistics). In sum, the Governing Body's role is:

- To ensure the school is complying with all duties set out in the Equality Act 2010.
- To monitor and review the fair and consistent application of the school's policies, procedures and practices.
- To provide equal employment opportunities for all staff. The Governing Body will comply with all relevant employment and equalities legislation and regulations at all times.
- To work in partnership with the Head Teacher and Leadership team to implement and evaluate strategies and initiatives, ensuring they do not adversely impact against any group of staff based on their protected characteristic or otherwise. The Governing Body will also consider EIA and DPIA data where relevant.
- To work in consultation with Trade Unions and staff representatives to ensure that strategies and initiatives developed in the school comply with all the relevant equalities legislation.

## **12.2 School Senior Leadership/Management Team Responsibilities**

The Headteacher is aware of the school's statutory duties in relation to equality and is responsible for taking the lead in creating a positive school ethos, advancing equal opportunities and fostering good relations. The Headteacher is also responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination e.g. challenging any inappropriate discriminatory, harassing or victimising behaviour by any member of the school community.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act. The School's SLT / SMT's role is:

- To create and promote an inclusive and collaborative working environment inside and outside of the classroom.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To ensure relevant training on Equality, Diversity and Inclusion issues are available to all employees within the school.
- To keep up to date on equalities legislation relevant to their work.
- To ensure fair and objective application of all employment and recruitment practices, so that selection is based on individual merit alone.
- To ensure reasonable adjustments are made where legally required.
- To complete thorough Equality Impact Assessments (EIA) at required stages when undergoing a restructure or significant change to a service, This is to ensure the change does not unlawfully discriminate against any group of staff

based on their protected characteristic and that any potential negative impact is minimised.

- To carry out Data Protection Impact Assessments (DPIA) before implementing a new technology which is likely to result in a high risk to the rights and freedoms of individuals<sup>1</sup>.
- To deal with any form of discrimination, harassment, victimisation or bullying immediately, taking appropriate action under the school's Disciplinary Policy and Procedure.
- To adhere to, and have due regard for the Public Sector Equality Duty.

### **12.3 Employee's Responsibilities**

While the Governors and Staff consider Sex Education to be vital for each child, parents do have the right to ask for their child to be withdrawn from the Sex Education Programme, which is outside of the statutory science curriculum i.e. parents cannot withdraw from the Relationships and Sex Education (RSE) elements of science.

Before this would occur, staff would wish to discuss the programme in depth with the parents to clarify any areas of concern. If the parents continue to want their child withdrawn, it would be arranged for the child to join another class during the Sex Education teaching times.

It is then the parents' responsibility to provide alternative RSE. Parents can talk to the PSHE Coordinator about resources to support this.

We should like to make clear that even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff. Teachers and support staff are expected:

- To understand and apply the principles set out in this policy at all times when working with colleagues, students and visitors of the school.
- To treat all colleagues, students and visitors of the school with dignity and respect.
- Not to induce or attempt to induce colleagues to practice discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- To attend and complete relevant training to broaden awareness of and promote Equality, Diversity and Inclusion issues.
- To be aware and understand that legal action could be taken against them personally for acts of bullying, harassment, victimisation and unlawful discrimination.
- To take appropriate action if there are breaches of this policy by either reporting incidents to management or via the school's Whistleblowing Policy.

- To understand that behaviours that are deemed to be unacceptable and a contravention of the Equality policy will be dealt with as a disciplinary matter under the scope of the school's Disciplinary Policy and Procedure.

#### **12.4 Visitors**

We expect all members of the school community and visitors, including other agencies and contractors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **13. Key contacts**

Member of Staff responsible for equalities: Dani Sive, Headteacher

Lead governor: Alan Murray, Co-opted governor

### **14. Equal opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

### **15. Relevant Legislation**

- Equality Act 2010
- Employment Act 2008

- Employment Rights Act 1996
- Disability Discrimination Act 1995 (as amended in 2005)
- Employment Relations Act 2004
- Employment Equality (age) Regulations 2006
- Data Protection Act 1998 (amended 2018)
- Protection from Harassment Act 1997

#### **16. Other relevant policies, procedures and guidelines**

- FBS Code of Conduct
- FBS Disciplinary Policy and Procedure
- FBS Grievance Policy and Procedure
- FBS Pay Policy
- FBS Whistleblowing Policy
- FBS Data Protection (GDPR) policy

#### **17. Disseminating the policy**

This Equality Policy along with the Equality Objectives is available:

- On the school website/school intranetwork
- As paper copies in the Headteacher Policy File
- In the staff handbook
- As part of induction for new staff
- On the School Improvement Plan staff board

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. Parents and other stakeholders are welcome to request a copy of the Equalities Policy from the School Office.

We publish on the school's website copies of relevant policies and guidance, including those on Behaviour, Anti-bullying and Special Educational Needs.

#### **18. Document Control**

|               |              |
|---------------|--------------|
| Date Approved | October 2022 |
|---------------|--------------|

## Appendix 1: Glossary

|                           |                               |                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Equality                  |                               | Ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.                                                                                                        |
| Diversity                 |                               | A term used when recognising and valuing peoples different background, knowledge, skills, experiences and encouraging and using those differences positively in the workplace.                                                                                                                                                    |
| Protected Characteristics |                               | <p>The term used to refer to the nine characteristics that are protected from discrimination by legislation under the Equality Act 2010.</p> <p>The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p> |
| Discrimination            | Direct discrimination         | This occurs when someone is treated less favourably than another person because of a protected characteristic they have, or thought to have, or because they associate with someone who has a protected characteristic.                                                                                                           |
|                           | Indirect discrimination       | This occurs when there is a rule or policy or practice that applies to everyone but disadvantages a person with a particular protected characteristic and cannot be objectively justified.                                                                                                                                        |
|                           | Discrimination by association | Direct discrimination experienced by someone because they are linked to or associated with a person who has a protected characteristic. This could be a friend, spouse, partner, parent or another person with who they are associated.                                                                                           |
|                           | Discrimination by perception  | Discrimination by perception happens when a person is discriminated against because they are thought to have a particular characteristic when in fact they do not. If you discriminate against people because you think they are transgender, for example, then they will be protected even if they are not transgender.          |
| Harassment                |                               | Unwelcome and unacceptable behaviours which                                                                                                                                                                                                                                                                                       |

|                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 |  | create a stressful or intimidating environment for the victim. Examples of harassment can include verbal abuse, racist/sexist jokes, unwanted physical contact and sexual advances, ridicule or isolation.                                                                                                                                                                                                                                                                                                                                       |
| Victimisation                                   |  | When an individual is treated less favourably or subjected to a detriment because they either make a complaint about being discriminated against or assist someone else who is being discriminated against.                                                                                                                                                                                                                                                                                                                                      |
| Stereotype                                      |  | Having inaccurate or simplistic generalisations about a group that allows others to categorise them and treat them accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Bias                                            |  | To have a preference to treat a person or a particular group favourably/unfavourably.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Reasonable Adjustments                          |  | Where a provision/ criterion/ practice/ physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, the employer has the duty to take such steps as reasonable to avoid the disadvantage/ provide auxiliary aid (if the information is provided by the disabled person).                                                                                                                                                                             |
| Due Regard                                      |  | In relation to the equality duties, whenever significant decisions are being made or policies developed, relevant and proportionate consideration must be given to the equality implications.                                                                                                                                                                                                                                                                                                                                                    |
| Equality Impact Assessments (EIA)               |  | The method used for identifying the effect our policies, practices or activities might have on different groups before we reach any decisions or take action. They are an important service improvement tool, making sure that our services are as effective as they can be for everyone Frank Barnes School serves. They also help to prevent us from taking action that might have outcomes we did not intend.                                                                                                                                 |
| Data Protection Impact Assessments (DPIA / PIA) |  | The DPIA says what the data process is, why it is necessary to process the data and the proportionality of the processing to help to manage any risks which it poses to the rights and freedoms of people's information. The DPIA process is important because it helps Frank Barnes School to make sure it is complying with the GDPR and is a method to record and demonstrate compliance. For example, if a new technology will process data concerning vulnerable subjects such as children or employees, a DPIA would need to be completed. |

## Appendix 2: Equality Checklist

| <u>Equality Check list for school staff and governors</u>                                                                                                 | <u>In Place?</u><br><u>Y/N</u> | <u>Date</u> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------|
| Collection of information on race, disability and gender for both pupils and staff, e.g. pupil achievement, attendance, exclusions & staff training.      |                                |             |
| This information is used to inform policies, plans and strategy, lessons, additional support, training and activities the school provides.                |                                |             |
| The Equality Policy, Plan & Objectives have been shaped by the views, input & involvement of staff, parents, governors, pupils & other stakeholders.      |                                |             |
| Publication of information to demonstrate purposeful action on the general duties.                                                                        |                                |             |
| Analysis of Pupil Achievement, progress and standards for different groups and action taken when there trends or patterns indicate a need.                |                                |             |
| The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.                         |                                |             |
| A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.                                    |                                |             |
| The school ensures that all staff understand and implement the key requirements of the Equality Policy.                                                   |                                |             |
| The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.                                         |                                |             |
| The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.                                                |                                |             |
| All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council. |                                |             |
| The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and                                    |                                |             |

|                                                                                                                                                                                            |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| takes action if there is a cause for concern.                                                                                                                                              |  |  |
| Visual displays and multi-media resources reflect the diversity of the school community.                                                                                                   |  |  |
| Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.              |  |  |
| The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender. |  |  |
| The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.                                               |  |  |
| Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.            |  |  |
| The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.                                                                      |  |  |
| The Governing Body is increasingly representative of the community it serves.                                                                                                              |  |  |
| Procedures for the election of parent governors are open to candidates and voters who are disabled.                                                                                        |  |  |

Learn, grow and flourish

Frank Barnes  
School for Deaf Children

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