

This framework is part of a toolkit to support schools to implement the requirements of equality legislation. The toolkit also contains:

- An overview of the toolkit. It would be helpful to read this first as it explains how the toolkit came about and the purpose of the different parts of the toolkit
  - A briefing for senior staff and governors
  - A summary of equality legislation
  - A flowchart to develop a SES
  - Answers to FAQs - Frequently Asked Questions
  - A Governors' audit tool

This framework will assist schools to produce their own Single Equality Scheme and Equality Action Plan. In response to DCSF guidance and best practice, we have 'levelled up' the requirements of equality legislation so that the strongest parts in each area are applied to other areas. For example, there are legal requirements to involve disabled people in developing your Scheme. There are no equivalent legal duties to involve people from ethnic communities.

However, it will be good practice to involve disabled people, those from ethnic communities and others to reflect the full diversity of your school and the community that you serve. The 'black text' in this framework may be used as model statements. The 'red text' in the framework identifies sections that are school specific and provides pointers for schools to insert their own text.

Please read the 'summary of equality legislation' prior to completing your Single Equality Scheme. We hope schools find the framework helpful in developing their own Single Equality Scheme and Equality Action Plan. Demonstrating the impact will be far more significant, however. Delivering priorities and achieving improvement will be the real test of progress



**Curdridge Primary School**  
**Single Equality Scheme to include Equalities Policy,**  
**Equalities Information and Objectives**  
**2014 – 2017**

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For further information, or to request this Scheme in an alternative format,

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# **Developing the Scheme**

## **1. Introduction**

We welcome the equality duties on schools, and regard these as essential for achieving the five outcomes of the Every Child Matters framework.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. It is also a mechanism to further promote Curdridge Primary School’s core values.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We have incorporated our policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

*'Curdridge Primary School is committed to giving all pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensure that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.*

*Our school admissions policy is equally open to pupils of all groups.*

*We believe that these commitments are as important in the context of a school with limited diversity as well as in a school with a more ethnically diverse population.'*

## **2. National and Legal Context for Diversity**

All schools have duties to promote **race, disability and gender equality**.

The general duty to promote **race equality** means that we must have due regard to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

The general duty to promote **disability equality** means that we must have due regard to:

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote **gender equality** means that we must have due regard to:

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women.

Schools also have specific duties under these three promotional duties, which are explained in Appendix A. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty.

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Appendix A provides further details of the requirements of equality legislation.

### **3. School Context**

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census show that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2008, 7.1% of school pupils were from ethnic communities. Approximately 15% of the population have declared a disability.

For 2007/08, there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%), and Sikh (0.1%).

Curdrige Primary School is a small rural village situated between Botley and the small medieval market town of Bishop's Waltham. 52% of our pupils live within the catchment area and the rest coming from its surrounding villages and hamlets (48%). Due to the mixed nature of the housing in Curdrige, which includes farms, high status housing and social housing, the pupils' socio and economic backgrounds, are very diverse.

The great majority of pupils are from a White British heritage (87%) – this matches the general profile of the local community. Curdrige Primary School has 111 pupils on roll (44% boys and 56% girls – October 2010). The majority of families are of Christian faith. A small proportion of pupils are from ethnic minority groups – 13% compared with the national average of 23.3%.

The religious and linguistic diversity of staff is narrow. All staff are female, although the school does have regular male visitors to the school (IT technician, soccer coach.) No-one on the staff has any disabilities. Adult visitors and planned opportunities in the curriculum are therefore important to raise awareness, understanding and respect for cultural and religious diversity and disabilities. The school is also proactive in establishing positive links with school communities that reflect a broader range of ethnic minorities.

#### **4. Involvement of staff, pupils, and parents**

##### **a) Developing our Scheme**

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our Scheme, we have involved staff, pupils and parents in the following ways: -

- Focus groups of children (including the school council)
- Community cohesion opportunities
- Staff and governor discussions
- Newsletters to parents
- Contact with local community representatives and disability organisations
- School Library Service; audit of library books
- Curriculum review processes.

These activities have involved disabled people, people from different ethnic communities and gender by:

- Involving a disabled person, and a person from an ethnic community in the working party to develop this scheme.
- Ensuring the views of the full diversity of staff and parents have been captured.
- Approaching specific pupils on the school council (both genders, pupils from different ethnic groups, pupils with impairments)

##### **b) Ongoing involvement**

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that pupils from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team and are reflected in the action plan.

We believe it important to embed equality and inclusion into all pupil voice strategies. Discussion groups will include 'hard to reach' and 'under represented' groups in order to review how effective policies are in practice.

### **Deciding what to do:**

#### **5. Information gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

##### **a) Pupils**

The following information is analysed and disaggregated by gender, race and disability. We also have a clear process to analyse vulnerable groups in school.

- admissions
- attendance
- achievement and progression
- rewards and sanctions
- access to curriculum and learning resources, including offsite visits
- participation in the school council and/or involvement in other pupil voice strategies
- participation in extended school activities
- other equality information; for example complaints and incidence of race discrimination or bullying

We have identified the following priorities from evaluation of this information:

- Maximise opportunities for all children to have full access to offsite visits and extended school activities (this includes those identified as being 'vulnerable.' This also extends to family learning and home learning.
- To establish a discussion group to explore any race, gender or disability issues.
- To track the performance, achievement and attainment of all pupil groups.
- To ensure pupil questionnaires include 'hard to reach' or 'under represented' groups.

We will ensure that the information we gather will be used to promote equality by embedding the evaluation of performance data, disaggregated by race, disability and gender, within the school self evaluation report.

##### **b) Staff**

The following information is analysed by disability, race and gender. We will ensure that the information we gather will be used to promote equality:

- staff recruitment, retention
- CPD
- Promotion
- Disciplinary, grievance, competency
- Outcomes of appraisals and performance review processes
- Cessation of employment
- Staff exit surveys

We will need to consider the respective responsibilities of the school and Hampshire County Council. It is important to appreciate that the duties apply to all who work at the school in whatever capacity.

We have identified the following **priorities** from evaluation of this information:

- All staff/futures staff are made aware of new equality information for employees.
- All staff and voluntary/temporary helpers are fully screened as per safeguarding policy/legislation.

### **c) Others**

It is important that parents and carers are important partners in the education of their children. Therefore the school is proactive in supporting disabled family members from ethnic communities who will be consulted at every opportunity to continually improve practice.

## **6. Specific Equality Areas**

This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take.

### **a) Race Equality**

What we have already achieved:

- A Race Equality policy was reviewed.
- Raising the profile of the Gypsy, Roma Traveller (GRT) community through work in conjunction with a county project (EMTAS)

Eliminate unlawful racial discrimination:

Any incidents are correctly investigated, recorded and monitored. Hampshire LA policy and procedures are followed.

#### 1) Promote equality of opportunity:

The progress and achievement of all children is tracked, monitored, reviewed and reported on rigorously. This includes pupils from different ethnic and vulnerable groups. All pupils have full access to the planned curriculum and have participated in extended school activities.

The United Nations Convention on the Rights of the Child (UNCRC) is used to promote equality and links to the Hampshire RRR initiative.

A policy for Equal Opportunity is reviewed regularly, involving staff.



This is to promote good relations between people of different racial groups.

We want to do more by:

- Ensuring pupils continue to have opportunities to meet and learn from children and adults representing a diverse range of ethnic minorities.
- A regular programme of assemblies and events are planned to promote a respect and appreciation of cultural diversity.
- Use the Hampshire 'Coming unstuck' pack (Years 5/6) to explore reasons for racism and challenge racial discrimination if it should occur.
- Utilise the experience and expertise of visiting adults/guest speakers etc from different ethnic backgrounds.
- Focussing on an individual country (from September 2015). This would be to promote understanding and to tackle prejudice and stereotypical ideas. This project would involve all classes across the school – focus on music, arts, traditions, beliefs, economic welfare etc.

## **b) Community Cohesion**

What we have already achieved:

### **Teaching, learning and curriculum**

- The key drivers are the school's values which were developed by staff, governors, parents and pupils in 2014; these underpin a strong inclusive ethos and seek to celebrate the achievements of all groups.
- Rigorous and timely positive behaviour and discipline policies and strategies effectively deal with very rare incidences of prejudice, bullying or harassment.
- Collective Worship programme is in place to explore themes, core values, festivals and to further develop the concept of identity and community.
- PSHE/PDL/RE and cross curricular topics offer pupils rich learning experiences and opportunities to reflect on community values and their own contributions.
- Music has an inter-cultural dimension; African drumming and Indian/Chinese dance are recent examples.
- Children in Year 6 are invited to participate in the Southampton Civic Award – with a large focus being on work in the school and local community.
- The school has an active and influential School Council. The pupils are given opportunities to make decisions and participate in projects to improve their education.

Charity work and the projects that school supports include:

- Rotary club shoebox appeal
- NSPCC
- Barnardo's
- Comic Relief
- Diabetes
- Cystic Fibrosis

Enterprise projects focussed on the children making a contribution towards improving the school or the lives of others.

**Equality and excellence:**

- Celebration assemblies are used to enable all pupils to share successes in and out of school.
- Economic well-being is promoted through the constant endeavour to develop key skills.
- Social skills and attitudes are developed through the concepts of challenge, equality and teamwork.
- Effective induction programmes/procedures for individuals ensure pupils quickly assimilate into our school.

**Engagement and extended services:**

- Regular anti-bullying strategies are high profile throughout the school.
- Play Leaders contribute to solving issues and ensuring all pupils can feel safe and valued during play and lunchtimes.
- The school records and reports any incidences of bullying or racial harassment.
- The pupils have a high respect for one another and visitors.
- Wherever possible their own cultural heritage is used as a learning resource.
- An Emotional Literacy Support Assistant (ELSA) supports and challenges pupils to engage and fulfil potential.
- Involvement in local community: Curdridge Show, Christmas fayres, volunteer awards, choir performances etc all promote community cohesion.
- Established link with local church. Rector regularly leads assemblies – pupils use the church for key festivals and events. Assemblies are held in the Church weekly.

We want to do more by:

- Plan further opportunities for pupils to learn from, work with and support local pre-school and elderly.
- Become involved in community arts projects.
- Continue to develop links with local Christian, Hindu and Islamic communities to enrich the RE schemes of work but also within collective worship.
- Widen the range of visitors who come into the school who can increase the pupils' awareness, understanding and respect for different cultures and beliefs.
- Plan opportunities of publicise events for families to learn about local and national cultural heritage.
- Increase learning resources that can be used in whole school/class assemblies, PDL and in the library about different life/traditions and experiences of people from different cultures.

### **c) Disability Equality**

What we have already achieved:

- A Disability Equality Scheme was developed in 2008 after analysis and consultations.
- Accessibility Plans have resulted in:
  - Maximising participation in residential visits for disabled pupils.
  - Effective partnerships with outside agencies to provide staff development and focussed SEN support programmes.
  - Contingency funding for pupils to access extended school activities and residential visits.
  - Improvements to school grounds to promote structured play.
  - Improved site safety and security; emergency lighting and magnetic door locks.
  - Disability awareness assemblies.
  - Informing parents of alternative formats for communication.
  - Participation in school council or other mechanisms for pupil voice.

We want to do more by:

- Ensure pupils are aware of varying disabilities that their peers may experience and support to remove any barriers to learning or well being.
- Invite disabled people into school to talk about their disabilities and outline their achievements and the challenges they have overcome.
- Use famous people as role models to outline challenges and achievements in assemblies focussed on core values.
- Review wheelchair access to school building; consider access to reception area (gradient/door intercom) and creation of an accessible toilet in the main school building.
- Review 'Reasonable Adjustments' classroom checklists to ensure learning resources are organised in accordance with pupil need.

### **d) Gender Equality**

What we have already achieved:

- Audited participation by gender in extended school activities.
- Analysis of progress and achievement by gender; summative assessments and internal data. Planned interventions to impact on individual pupils underachieving.
- School Library Service audit – increased stock for less able male readers.
- A balance of male and female visitors to enrich curriculum.
- Raised awareness of gender equality in assemblies; no issues identified.
- The upper school has more personal changing arrangements for PE.

We want to do more by:

- Continue to audit attendance at extended school activities to ensure the range of activities can be accessed and enjoyed by both girls and boys.
- School Library Service audit; consider stock available for both girls and boys across the ability range.
- Class reading books; ensure there is an overall balance in the gender of main characters.
- Monitor role models/visitors in assemblies in terms of gender balance.

### **e) Other Equality Areas**

What we have already achieved:

- Assembly themes cover a range of equality issues and school planning is flexible to include current local, national and global events.

We want to do more by:

- Incorporate learning opportunities that raise awareness of race, gender and disability equality in our curriculum.
- Ensure new areas of learning include local, national and global perspectives.
- Reference core values, links to community cohesion and positive projects that enable all pupils to participate.
- Impact analysis – Governors to ensure impact questions are used to consider race, gender and disability equality.

## **7. Impact Assessment**

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.

We have a programme of carrying out impact assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision making activities.

Impact assessments are made when reviewing as part of the planned timetable for review of policies. Key questions explicitly considered are:

- Is there any evidence of inequalities within documentation?
- How effective is the policy in ensuring inequalities do not occur within the school community?
- If yes, what are the causes?
- What action can be taken to remove unfairness or disadvantage?

## **8. Working in Partnership**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

In order to work in close partnership with all groups we:

- Ensure information and meetings for parents are made accessible to all.
- Intend to raise participation of under-represented groups.
- Form links with other community groups and schools to help further promote community cohesion.
- Establish partnerships to help meet the requirements of disabled pupils/visitors.

## **Putting the Scheme into practice:**

### **9. Publishing the Scheme, raising awareness**

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities.
- Highlight the existence of the Scheme, key priorities, and who to contact for further information in a newsletter/letter to parents.
- Incorporating it into staff induction programme as an 'essential policy' for all staff to review annually.

### **10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan**

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. A summary will be provided for parents. The findings will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.

We want this Scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Strategic Plan, and as such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again aim to involve staff, learners, parents and governors who reflect the full diversity of the school community.

## **11. Links with other school policies**

School policies that link with, and have informed this Scheme include:

- Home/School Agreement
- Core Values
- SEND policy
- Anti bullying policy
- Admissions policy
- Pay policy
- Hampshire LA Racist Incidence policy
- Equal Opportunities policy
- Disability/Accessibility plans.

## **12. Roles and responsibilities**

The governing body will:

- Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Receive and discuss regular equality reports on progress and achievements for groups of pupils including ethnic minorities, gender and those with disabilities.
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

The head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme.
- Monitor to ensure effective implementation of the Scheme and Action plan.
- Provide regular reports for governors on progress and achievement.
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

The senior leadership team will:

- Drive forward implementation of the Scheme and Action Plan.
- Support staff to carry out their role in implementing this Scheme.
- Provide effective leadership on equality, inclusion and community cohesion.
- Ensure the Scheme is successfully promoted.

- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

All staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these.
    - Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
    - Ensure that pupils are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
      - promote equality, inclusion and good community relations
      - challenge inappropriate language and 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.
      - provide reasonable adjustment and support for disabled pupils.

### **13. Equality Action Plan 2013 – 2016 see Appendix B**

## **Appendix A – the legal requirements in more detail**

### **The duty to promote race equality:**

The Race Relations Act 1976 has been amended by the Race Relations (Amendment) Act 2000 (the RRAA). This Act was introduced as a result of the MacPherson Report, which followed the Stephen Lawrence inquiry. This report highlighted the issue of institutional discrimination.

As a response, the government introduced a duty to promote race equality for listed public bodies, including Local Authorities and schools. The duty is designed to assist institutions to tackle discrimination, promote equality of opportunity and promote good race relations. Its aim is to make promotion of race equality central to the way that public bodies work, and to all areas of their work, including policy making, service delivery, (including teaching and learning), regulation and enforcement and employment practice.

The Race Equality Duty has a general duty with three inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to:

- 1.** eliminate unlawful racial discrimination
  - 2.** promote equality of opportunity
  - 3.** promote good relations between people of different racial groups.
- Although these different elements often interlink, they need to be given 'due regard' in their own right.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- assess the impact of policies, including the Race Equality Policy, on students and staff of different racial groups;
- monitor policies for adverse impact on race equality, by gathering and using information on the admission and progress of students and the recruitment and career progress of staff (including training for staff);
- include in the written Race Equality Policy a statement indicating the arrangements for publishing the policy, and the results of assessment and monitoring;
- publish annually the results of monitoring data, and actions taken towards achievement of overall objectives and priorities
- fully review the race equality policy every three years.

### **The duty to promote community cohesion:**

The Commission for Integration and Cohesion, set up by the Government in the wake of the London 2005 terrorist attacks, identified an integrated and cohesive community as one in which:

- everyone knows their rights and responsibilities
- people of different backgrounds have similar opportunities
- there is trust in local institutions such as the local council, the police and the courts, to act fairly



- everyone recognises the contribution of both new arrivals and those already settled, and are not threatened by change
- there are positive relationships between people from different backgrounds, at work, at school and at college.

From September 2007, schools have a duty to promote community cohesion.

DCSF guidance states that

'By community cohesion, we mean working towards a society in which

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong positive relationships exist and to continue to be developed in the workplace, in schools and in the wider community.

Community cohesion does not just apply to differences in faith or ethnicity, but includes any difference, for example in gender, disability or sexual orientation.

However, the main focus of the duty is to promote good community relations across different cultures, ethnic, religious and non religious and socioeconomic groups.

Unlike the promotional duties for race, disability and gender equality, there are no statutory requirements to produce a policy or scheme or action plan.

Schools must decide the best approach to implement the duty effectively, for example through a policy, action plan or working party. However, embedding the school's response in a Single Equality Scheme and Action Plan will make it easier for schools to monitor their progress and performance in meeting the requirements of this duty.

### **Disability equality legislation:**

There are several pieces of disability equality legislation that schools must respond to, including:

- SEND duties
- SEN and Disabilities Practice in line with Children's Families Act 2014
- The Planning Duties of DDA 1995 Part 4
- Disability Equality Duty (DDA 2005)

Each of these are now considered in turn:

1) SEN duties provide auxiliary aids and services for schools to make adjustments for individual disabled learners to support inclusion.

2) SENDA protects current and prospective disabled learners from discrimination. Schools are required to make reasonable adjustments so that disabled learners do not experience less favourable treatment or substantial disadvantage. The reasonable adjustment duties for schools under SENDA do not include the

provision of auxiliary aids and services as these are provided by the SEND framework (see above), and over time through the planning duties.

(see below).

3) The planning duties of DDA Part 4 aims to ensure schools increase over time their accessibility to disabled people. Accessibility Plans should demonstrate how the school will:

- increase access to disabled pupils in the school curriculum, for example changes to teaching and learning, classroom organisation, deployment of learning support, staff training, curriculum delivery
- improve access to the physical environment, for example improved signage, floorings and room layouts
- improve accessibility of written material, for example ensuring handouts, timetables and information on school events are available in alternative formats such as large print or easy read.

These three sets of duties work together to ensure disabled learners access and enjoy education in its broadest sense with the same degree of dignity and choice as their non-disabled peers.

4) The Disability Equality Duty has a general duty with six inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to:

- 1.** promote equality of opportunity between disabled people and other people
- 2.** eliminate unlawful discrimination
- 3.** eliminate disability- related harassment
- 4.** promote positive attitudes towards disabled people
- 5.** encourage participation by disabled people in public life
- 6.** take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Although these different elements often interlink, they need to be given 'due regard' in their own right.

The general duty reinforces the reasonable adjustment duties of the Disability

Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments. An anticipatory approach requires adjustments to be made in advance of individual disabled people attempting to use a service or access education or employment.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- produce and publish a Disability Equality Scheme and equality action plan;
- involve disabled people in the development of the DES and equality action plan;

- explain the method of assessing the impact of policies and practice upon disabled people;
- monitor the impact of policy and practice on disabled people by gathering and using information on:
  - staff recruitment, development and retention
  - the educational opportunities available to, and the achievements of disabled pupils. (This should be interpreted broadly)
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the Disability Equality Scheme every three years.

### **Definition of a disabled person:**

Under the DDA a person has a disability if s/he has a 'physical or mental impairment which has a substantial or long-term, adverse effect on her / his ability to carry out day-to-day activities'. 'Substantial' does not mean significant – it simply means more than 'minor' or 'trivial'. 'Day to day' activities often include activities that pupils are asked to carry out in the classroom. 'Long term' generally means more than one year.

This is a broad definition that is likely to cover people with

- physical or sensory impairments
- learning difficulties, including specific learning difficulties such as dyslexia
- mental health difficulties
- medical conditions such as epilepsy, diabetes, HIV, cancer, multiple sclerosis.

Between 7 – 8% of learners will be covered by the definition of a disabled person, rising to 10% of 16-24 year olds and 15 - 20% for people of working age. One in three people between 50 and 65 will be covered by the definition.

While there is an overlap between the definition of disabled pupils and pupils with special educational needs, not all disabled pupils will have SEN, and not all pupils with SEN will be disabled. For example, a learner with diabetes may not have SEN but have rights under DDA. A learner with emotional and behavioural difficulties because of difficult personal and social circumstances may have SEN but not be covered under DDA.

It is important to note that much impairment is 'unseen', and also that over

50% of people who are covered by the DDA definition of a disabled person are unlikely to consider themselves as disabled.

### **Involvement of disabled people:**

At the heart of the Disability Equality Duty is the need to involve disabled people. The Code of Practice for the duty makes clear that consultation by itself is not sufficient to meet this legal requirement. Consultation may allow choice between limited, often predetermined options, or canvas opinion, but participants have few or no opportunities to propose alternatives, or to take part in

putting plans into action. Participants have a voice, but no power to ensure their voice has influence.

Providers must move beyond consultation to achieve active and genuine involvement with disabled people. This empowers and enables participants to create a vision of their own future and to become actively involved in making it happen. Participants establish a partnership to share decision-making, are given genuine opportunities and are actively engaged in exploring options, and shaping action and outcomes.

### **Approaches to disability equality:**

The Disability Rights Commission highlighted the social model of disability as being essential to the successful implementation of the DDA duties. The social model identifies that:

*'The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'*

This premise provides the basis for the school's commitment to implement the

Disability Equality Duty by examining its policies, procedures and practices and making every effort to remove attitudinal, cultural, social and physical barriers. The Disability Equality Duty shifts the focus away from the individual, placing responsibility firmly on the shoulders of the institution to dismantle barriers before these have an impact on the individual

### **The duty to promote gender equality:**

The Sex Discrimination Act (1975) has been amended by the Equality Act 2006 to place a duty on all public authorities to promote gender equality.

The Gender Equality Duty has a general duty with two inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to:

- 1.** eliminate unlawful discrimination and harassment and
- 2.** promote equality of opportunity between men and women.

The duty has been introduced in recognition of the need for a radical new approach to gender equality – one which places more responsibility with public bodies to think strategically about gender equality, rather than leaving it to individuals to challenge poor practice.

As with race and disability equality, the gender equality duty applies in respect of all the school's functions including policy-making, teaching and learning, and employment. It also applies to people who use the services of the school who are not staff and learners, such as people who participate in family learning evening courses provided by the school.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- prepare and publish a Gender Equality Scheme, showing how the school will meet the general and specific duties and setting out gender equality objectives.
- in formulating overall objectives, to consider the need to include objectives to address the causes of any gender pay gap in support of the Equal Pay Act (1970).
- gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services, including teaching and learning
- consult stakeholders (i.e. employees, students and others, including trade unions) and take account of relevant information in order to determine gender equality objectives.
- assess the impact of current and proposed policies and practices on gender equality.
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the Gender Equality Scheme every three years.

### **Transsexual / Transgender Staff and Students:**

As part of the Gender Equality Duty, public authorities are also required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training for people who intend to undergo, are undergoing or have undergone gender reassignment.

Transsexual people are people who identify their gender to be different from the gender assigned to them at birth. Sometimes known as gender dysphoria, this is a recognised medical condition. It is accompanied by a sense of discomfort with one's physical body and a wish to go through a process known as gender reassignment or transition. The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment.

### **Other Equality Legislation:**

In addition to the duties to promote race, disability and gender equality, and the duty to promote community cohesion, schools are also covered by duties not to discriminate on the grounds of sexual orientation, age or religion and belief. These laws do not have positive duties to *promote* equality associated with them, but schools must ensure that through their policies and practices, they are not discriminating on any of these grounds. The regulations, for example, make it unlawful to:

- discriminate directly or indirectly because of a person's actual or perceived sexual orientation, religion or belief, or because they associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults
- subject someone to harassment because of a person's actual or perceived sexual orientation, religion or belief, or because they

associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults - victimise someone because they have or intend to make an allegation of discrimination or harassment, or they have or intend to give evidence in relation to an allegation of discrimination or harassment.

In relation to religion and belief regulations, there are certain and limited exceptions such as admissions, curriculum, collective worship and faith schools. For example, faith schools may give preference to young people who follow that particular faith. No school is allowed to deny someone education on the grounds of their race, sexual orientation, religion or belief or because they have a disability. However, schools are allowed to reject prospective students based on their age. Once they are above the national school leaving age, students are expected to go to college or other learning providers. Single sex schools are allowed to select pupils on the grounds of their gender.

The following action plan outlines what will be achieved in the next year with regards to latest Equality Duty.

| <b>Aspect of the Equality Plan</b> | <b>Issue being addressed</b>   | <b>Action to be taken</b>   | <b>Who will be responsible for implementing the action?</b> | <b>Start date</b> | <b>Completion date</b> |
|------------------------------------|--|---|---|-------------------|------------------------|
| <b>General</b>                     | Ongoing Promotion of Single Equality scheme                                      | Review current prospectus re Equality issues. Share with Staff/ Governors. Publish on Website and in statutory policies | HT /SMT and Governors                                       | March 2013        | Summer 2016            |
| <b>Race Equality</b>               | Current book stock reflects diverse range of cultures / faiths.                  | Audit of library resources – weeding out dated / inappropriate stock. Replenish with new resources                      | Librarian (MC)<br>Hants School Library service staff        | Annual            | Annual                 |
| <b>Race Equality</b>               | Raise awareness of Gypsy, Roma, Traveller (GRT) issues both locally / nationally | Ensure that the needs of GRT children are addressed   | Pyramid HT's LA Advisers<br>School Staff                    | Ongoing           | Ongoing                |

| <b>Aspect of the Equality Plan</b> | <b>Issue being addressed</b>                   | <b>Action to be taken</b>   | <b>Who will be responsible for implementing the action?</b> | <b>Start date</b> | <b>Completion date</b> |
|------------------------------------|--|---|---|-------------------|------------------------|
| <b>Community Cohesion</b>          | Increased local Community involvement          | <p>Increased participation in local community events</p> <p>Invitations to community partners to visit school / events</p> <p>Working in partnership with local schools i.e. Curriculum Innovation Projects/Sports Partnership work</p> | All Staff / Govs  | Ongoing           | Ongoing                |
| <b>Community Cohesion</b>          | Increased Global / World Community involvement | Investigate opportunities for this to link in with curriculum work e.g. through RE and Geography units  | Relevant teaching teams                                     | Sept 2015         | Ongoing                |
| <b>Community Cohesion</b>          | Increased wider UK involvement                 | Website / blogging projects with various schools across UK  | All Staff   | Sept 2015         | Ongoing                |



| <b>Aspect of the Equality Plan</b> | <b>Issue being addressed</b>   | <b>Action to be taken</b>   | <b>Who will be responsible for implementing the action?</b> | <b>Start date</b> | <b>Completion date</b> |
|------------------------------------|--|---|---|-------------------|------------------------|
| <b>Equal Opportunities</b>         | Educational provision for variety of groups: Vulnerable, SEN, G&T, by Gender etc | Termly Pupil progress meetings to track achievement rates and interventions needed  | HT, SMT<br>All staff<br>Sch Imp<br>Partner, Govs.           | Annual            | Termly                 |
| <b>Equal Opportunities</b>         | Ensure school is inclusive i.e. to SEN, race, gender, EB                         | Review policies and procedures to ensure that statements are put into practice  | HT, SMT and SENco   | Ongoing           | Annual review          |
| <b>Equal Opportunities</b>         | Pupil Involvement in school: clubs and activities                                | Audit involvement via individual pupil profiles<br><br>Analyse results<br>Follow up Action plans<br><br>Support from Subsidy Grant funding/Rotary funding | HT, SMT<br>Finance Officer                                  | Ongoing           | Annual review          |
| <b>Accessibility</b>               | Disability access for pupils and parents.  | Review disability access and associated action plans  | HT, SENco<br>Outreach advisers                              | Ongoing           | Annual review          |