

Policy for Single Equalities and Diversity

To streamline equalities policies with the duty to promote community cohesion

Principle

Whalton with Longhorsley St Helen's C of E First Schools share 'Northumberland County Council's commitment to making the schools fully accessible and inclusive organisations that welcome and respect the diversity of pupils and young people, staff, community and visitors to the school' (NCC Equality and Diversity Policy 2005).

The Single Equalities and Diversity policy ensures that our schools comply with equalities legislation (Appendix 1) and satisfy Ofsted criteria for making judgements relating to equalities, diversity and inclusive practice.

Aim

The aim of this policy is to provide an overall framework for schools' action to:

- Promote equality and eliminate unlawful discrimination for pupils and young people, staff and others using school facilities
- Make it clear equality and diversity are embedded in all policies and practices
- Promote community cohesion by creating opportunities for pupils and young people to interact with those from different backgrounds in order to enrich their understanding of community and diversity

Legislation identifies six equality strands as a structure for this framework:

1. Race
2. Gender
3. Disability
4. Religion/Belief
5. Sexual Orientation
6. Age

Commitment to Equalities and Diversity

Our schools are fully committed to discharging all of its equalities duties for all pupils and young people, employees and visitors to the school site. The Single Equalities and Diversity action plan contributes to an overall commitment to improve standards and to build a school community with a positive ethos that reflects the wider community.

The Local Authority is considered to be a key partner in the development of our policy as it discharges its role, 'to support all schools and other educational institutions to become more inclusive, through ensuring that the quality of learning, the attitudes and aspirations and the physical and mental well-being of every child matters' (School Improvement Services, Children's Services, NCC).

Schools will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in appropriate formats.

Schools will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

The Equality and Human Rights Commission (EHRC) is the enforcement body for equalities legislation and may serve the school with a Compliance Notice if it fails in its specific duties under the Acts. Schools understand that failure to comply within three months of the Compliance Notice, the EHRC can ask the courts to order the school to comply.

Implementation

Equalities and Diversity policies and procedures will be aligned with schools priorities identified in the School Development Plans. Equalities targets and actions are therefore embedded in existing school policies and practice, including procedures for regular monitoring and review.

Our schools are committed to being model employers and this policy therefore outlines how the duties relating to recruitment and employment practices will be met.

Schools will develop appropriate support and training and make it available for all staff, including Governors, so as to develop practice in equalities and diversity work.

The policy will be effective from: May 2011

Date for policy review: May 2016

Links to existing school policies and practice

The actions in this policy are based on:

- Our strategic priorities
- Existing relevant policies
- Data available to us with reference to ethnicity, gender, age, religion, faith
- Consultation and involvement of pupils, young people and staff

The above includes:

1. School Development Plans
2. School Profiles
3. SEFs
4. Extended Services
5. Pupil and Student Voice activities
6. DDA Accessibility plan (Appendix 3)
7. Community Cohesion FSES audit/plan/record
8. Admissions Policy
9. Curriculum Policy
10. Behaviour Policy
11. Special Needs Policy
12. Anti-bullying Policy
13. Professional Development Policy
14. Recruitment and Selection Policy
15. Pay Policy

School priorities

Current school priorities are organised into the following four sections:

- Developing a creative curriculum
- Develop curriculum enrichment activities
- Develop skills based assessments across the foundation subjects
- Develop accountability and self evaluation throughout the school

Policy statements

Race:

- The curriculum, resources and assemblies will reflect and promote the ethnic, cultural and religious diversity of the schools and of society locally, regionally and nationally and will portray members of all ethnic and cultural groups in ways which are positive and non-stereotypical.
- Pupils will have opportunities to study issues relating to intolerance, religious prejudice, racism and racial discrimination.
- Pupils will be discouraged from using any racist language and will be commended when they challenge such language.
- All pupils will be given opportunities to meet their religious needs.

Disability:

- Our schools are committed to early intervention, target setting and regular monitoring of pupils with disabilities / special needs / learning difficulties.
- All children will receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision. This is confirmed in a child's individual Educational Needs statement and where appropriate provision mapping.
- Appropriate use will be made of local authority support services to ensure that pupils with disabilities / special needs / learning difficulties fulfil their potential.

Gender:

- Children will be given activities which encourage competitive and collaborative skills in equal measure.
- Boys and girls will be expected to complete exactly the same extra-curricular jobs around the school such as carrying books, light furniture and tidying and washing up.
- Staff will use opportunities which arise to explore how boys, girls, men and women have challenged, or can challenge, ideas about gender stereotypes.
- The achievement of children will be carefully monitored to ensure that any gender gaps are understood and addressed.

Community Cohesion:

- Strong and positive relationships are developed between people from different backgrounds within schools, local community and the national and global communities.
- Pupils and young people are encouraged to learn to understand others, value diversity and promote shared values.

- Our schools are committed to identifying and consolidating links between Social and Emotional Aspects of Learning (SEAL), PSHE and Citizenship, LA specialist interventions eg Behaviour Support, Literacy Support, Communication Support, ELSA and the School Nurse.
- Gifted and talented pupils will be given additional support and encouragement required to ensure that they fulfil their potential.
- Promoting high standards of behaviour in our schools and developing a sense of personal responsibility in our pupils is regarded as a key contributor to community cohesion and its welfare.
- Through extended services and other activities we will enable parents to share positive experiences with their children.
- Our appropriate partnerships of schools will improve procedures for the transition of pupils between phases, ensuring that previous achievements (whether social, emotional, physical or academic) are recognised and built upon.

Age, Sexual Orientation, Religion/Belief:

- Children will be discouraged from using offensive, ageist or homophobic language of any kind and will be commended when they challenge such language.
- Our schools are committed to early identification of children with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion.
- Appropriate use will be made of local authority support services to ensure that all children fulfil their potential.
- All incidents of bullying and harassment, including bullying and harassment based on age, sexuality, religion and belief will be dealt with in an effective and consistent manner.

Action Plans

To ensure that schools' action plans interrelate, action plans will subsume race, disability, gender and community cohesion duties into one plan. A code will be used to identify where action is taken to show evidence of the schools equalities and diversity provision regarding race [R], disability [D], gender [G], community cohesion [CC] and SEAL [S].

Staff will ensure that they are aware of the keys to community cohesion ie teaching and learning, curriculum, accountability, professional network and dialogue, equity and excellence and engagement and extended services.

Monitoring and evaluating

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plans.

It will include

- Data by gender, age, ethnicity and disability on:
 - pupil attainment and progress, this may also be evident in the School Profile
 - access to the curriculum and subject areas
 - exclusions from school
 - exclusions from areas of the curriculum, including school trips and extra-curricular activities
 - staff recruitment, retention and career development
- Analysis of racist incident report forms. It is a requirement to record, report and respond to racist incidents.
- Ofsted reports on the schools educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority
- Analysis of stakeholder consultation re Disability and Gender may be evident

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

Our schools are required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion

Each aim/issue/priority of the scheme designates a lead responsibility. Those designated will establish lines of accountability and make arrangements for reporting to the Headteacher and subsequently to the Governors and parents in the annual School Profile.

Progress through action plans will be monitored by the Headteacher and Governors alongside the School Improvement Plans. The policy will be reviewed at least every three years. Updating will take account of changes in the law, government policy, Local Authority and schools' priorities.

Appendix 1: Requirements by law

Appendix 2: Legislative context

Appendix 3: Accessibility plan

Appendix 4: Further information

Appendix 5: Glossary

Appendix 1: Requirements by law

COMMUNITY COHESION

From September 2007 schools have a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

Schools are to make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

A school's community is defined in four dimensions : the school community; the community within which the school is located; the UK community; the global community.

Through the Education and Inspections Act 2006 the duty will become part of the Ofsted inspection framework from September 2008.

There are links between this duty and the duty to promote equality, although each has a distinctive focus.

A school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them
- to develop the skills of participation and responsible action

Examples: PSHE, citizenship, RE, assemblies, fieldwork, support for EAL pupils

Equity and excellence

- to ensure equal opportunities for all to succeed at the highest level possible
- striving to remove barriers to access and participation in learning and wider activities
- working to eliminate variations in outcomes for different groups

Examples: behaviour and discipline policies, admissions policies, analysing performance data

Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

Examples: links with different schools and communities, provision of extended services, intercultural activities, mentoring schemes, schools trips, multi-agency services

Recommended further guidance: Guidance on the duty to promote community cohesion, DCSF P-DCSF-1192-2007

EQUALITIES LEGISLATION

To comply with equalities law, schools have the following *General Duties*:

RACE

Race Relations (Amendment) Act:

Race Equality Duty

The race equality duty is to:

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

DISABILITY

Disability Discrimination Acts 1995, 2005:

Disability Equality Duty

The disability equality duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability 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 peoples' disabilities, even if this requires more favourable treatment

GENDER

Equality Act 2006:

Gender Equality Duty

The gender equality duty is to:

1. Eliminate unlawful discrimination and harassment
2. Promote equality of opportunity between men and women, including boys and girls

To help meet the general duties there are specific duties to:

4. Have a written RACE EQUALITY POLICY by 2002
5. Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take reasonable steps to publish annually the results of this assessment
6. Record, report and respond to racist incidents
7. Prepare and publish a DISABILITY EQUALITY SCHEME by Dec 2006/Dec 2007
8. Involve disabled people in the development of the scheme
- 8a. Include Accessibility Plan
9. Set out in the scheme:
 - a) How disabled people have been involved in its preparation
 - b) Their arrangements for gathering information on the effect of the school's policies on disabled people
 - c) The recruitment, development and retention of disabled employees
 - d) The educational opportunities available to and the achievements of disabled pupils
 - e) The school's methods for assessing the impact of its current or proposed policies and practices on disability equality
 - f) The steps the school is going to take to meet the general duty (action plan)
 - g) The arrangements for using information to support the review of the action plan and to inform subsequent schemes
10. Implement the scheme within 3 years
11. Report on the scheme annually
12. Revise and review the scheme every 3 years
3. Publish a GENDER EQUALITY SCHEME by April 2007
4. Include if relevant an objective to address the cause of any gender pay gap
5. As part of the scheme:
 - a) Consult stakeholders
 - b) Gather and use information on how the school's policy and practices affect gender equality in the workforce
 - c) Assess the impact of current and proposed policies and practices on gender equality
 - d) Implement the scheme within 3 years
 - e) Report on progress annually
 - f) Revise and review the plan every 3 years

Recommended further guidance:

The duty to promote race equality, A Guide for Schools, Commission for Racial Equality May 2002 www.cre.gov.uk

Recommended further guidance:

'Promoting Disability Equality in Schools', DCSF available on www.teachernet.gov.uk

Recommended further guidance:

The Gender Equality Duty and Schools, Equal Opportunities Commission March 2007 www.eoc.org.uk/genderduty

This new legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful.

Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public. Governing bodies need to ensure that policies and practices in their school take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

Recommended further guidance: www.teachernet.gov.uk/equalities

SEXUAL ORIENTATION

Employment Equality (Sexual Orientation) Regulations 2003

RELIGION/BELIEF

Employment Equality (Religion or Belief) Regulations 2003

AGE

Employment Equality (Age) Regulations 2006

OFSTED inspectors will ensure that schools are compliant with legislation as well as evaluating the impact of their actions. It is acceptable to produce a Single Equality Plan covering all of the requirements set out above. There is no requirement to repeat any of the content of this equality plan in the broader school plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the school's policies and practices.

Evaluations of the school's work in promoting equality and combating discrimination relate directly to the judgement on *how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can* and also relate to other inspection judgements.

Evidence will be drawn from:

- Discussion with senior staff about attainment data and the relative performance of different groups of learners, including specific evidence that the school is monitoring this data and discussing its strategies to tackle any underachievement with the governing body and stakeholders
- Discussion with senior staff about how the school is promoting its relationships with parents and learners in 'hard to reach' communities
- Discussion with pupils about the effectiveness of the school's strategy to promote equality including its initiatives to combat bullying
- Analysis of the rate of exclusions for pupils from different groups
- Direct observation of learners in lessons and around the school to evaluate the impact of the school's strategies on pupils' outcomes, such as their language and literacy skills, social and cultural development and the ability of learners from different backgrounds to work together.

Source: Inspection Matters Issue 15, Ofsted

Appendix 2: Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
1999 - 2004/5	Social Inclusion Duty
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures

Appendix 3: Accessibility Plan

The school's Accessibility Plan (second cycle April 2006-March 2009) can be extended and strengthened to meet the requirements of a Disability Equality Scheme. The scheme goes wider than the plan:

- As well as pupils it includes disabled staff, parents, carers and others
- The involvement of a disabled person is a requirement
- The gathering of information is a requirement

The governing body are required to plan to increase access to education for disabled pupils in 3 ways, using the Accessibility Plan:

1. increasing the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan has to be resourced, implemented, reviewed and revised and reported on annually, and contributes to three key duties:

1. not to treat disabled pupils less favourable for a reason related to their disability
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. to plan to increase access to education for disabled pupils

Ofsted monitor plans as part of the inspection process.

Recommended further guidance: 'Accessible schools: planning to increase access to schools for disabled people', DCSF LEA/0168/2002

Appendix 4: Further information

- *Legislation on Equality and Diversity, DCSF May 2007 (from www.teachernet.gov.uk)*
- *Schools' Race Equality Policies, from issues to outcomes DFES-1124-2004*
- *Guidance on the duty to promote community cohesion P-DCSF-1192-2007*
- *The duty to promote race equality, A Guide for Schools www.cre.gov.uk*
- *QCA Respect for all audit tool 2006, www.qca.org.uk/inclusion/*
- *Ofsted Race Equality in Education, HMI 589 Nov 2005*
- *The Gender Equality Duty and Schools EOC March 2007*
- *Northumberland County Council's Equality and Diversity policies, www.northumberland.gov.uk*
- *Equality and Human Rights Commission (EHRC, formerly CRE) www.equalityhumanrights.com*
- *Information about the Disability Equality Duty from www.dotheduty.org*
- *Examples of good practice in schools from www.standards.dscf.gov.uk*

Appendix 5: Glossary

Equality is

- about creating a fairer society where everyone can participate and have the opportunity to fulfil their potential - creating a level playing field
- about removing or reducing all forms of unfair discrimination and has been underpinned by legislation
- about breaking down barriers for people in particular groups such as black and minority ethnic communities, disabled people, gay men/ lesbians/bisexuals/ transgender people, younger and older people, people from different religious & faith backgrounds, and men and women.

NCC Equality and Diversity Policy 2005

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

NCC Equality and Diversity Policy 2005

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....
Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

Direct discrimination

When a person is *intentionally* treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect discrimination

When a provision or practice is applied equally to all but *unintentionally* has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation

When a person is treated less favourably because they have taken action in respect of discrimination eg making a complaint.

Victimisation is unlawful.

Harassment

When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic eg sex, race.

Harassment is unlawful.

Disabled person

Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
(*DDA 2005*)

Gender

Two aspects: gender identity is a person's internal perception and experience of their gender; gender role is the way that the person lives in society and interacts with others based on their gender identity