

Dane Court Grammar School

Single Equality Scheme 2009-2012



Scheme agreed by Governors: (date)

Scheme due for review: (date)

Lead Person (Miss Riley):

Contents of our Single Equality Scheme

1. Introduction and principles

- 1.1 Purpose of the SES**
- 1.2 Levelling Up**
- 1.3 Relevant and proportionate**
- 1.4 Participation**
- 1.5 Setting our priorities**

2. Action by the SLT

3. The working party

4. Information gathering

5. Impact Assessment

6. Implementation

7. Publication and reporting

8. Review

Appendices

- App 1. Description of Legal duties relating to each strand, and definitions**
- App 2. Table of legislation and duties – general and specific**
- App 3. Links to other policies, procedures & practices**
- App 4. List of organisations and contact details**
- App 5. Model action plan**
- App 6. Model impact assessment**
- App 7. Action plan and impact assessment forms**

1. Introduction and principles

1.1 Purpose of the SES

We recognise our duty to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil the duty to members of all these 'equality strand' groups, but also to 'go beyond the call of duty' in establishing justice and equality at the heart of our school community and in all aspects of our **policies, procedures and practices (PPPs)**. We also seek to ensure that we apply the same principles to other groups in our community for whom we have, as yet, no legislated duty, but who we know face inequality through for example, poverty or social class.

Our SES draws together the duties under existing equalities legislation and, applying the principle of '**levelling up,**' enables us to achieve the following for all groups:

- promote equality of opportunity through vision, strategy and practice;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying;
- keep accurate records of bullying or harassment related to equalities and report as required to the Local Authority (LA);
- Promote positive attitudes;
- Increase participation in public life;
- Take positive action to meet needs, even if this requires more favourable treatment;
- Promote community cohesion;
- Narrow the attainment gap.

1.2 Levelling Up

The principle of 'levelling up' means that, as far as is reasonable, we apply the **highest requirement of the law** across all equality strands. We do this in order to aim for the highest level of equality for all groups while taking into account the need to apply the test of what is **relevant and proportionate**.

1.3 Relevant and proportionate

In paying 'due regard' to the legislation and our commitment to 'levelling up', we apply the principles of relevance and proportionality. We aim to ensure that our actions are **proportionate** to the **relevance** of equalities issues in relation to our PPPs. This means we prioritise those actions that enable us to tackle the most significant issues across the equality strands in order to deliver the best equality outcomes. In doing this we focus on PPPs that have the greatest effect on different stakeholders. We ask

whether our PPS affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic **impact assessment** and increasing the **participation of stakeholders**.

1.4 Participation

We apply the principle of '**Nothing about us without us**' as far as is reasonably achievable within the context of a school community. Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different equality strands.

Our consultative groups and **working party** include representation from the widest range of relevant groups that we can achieve.

The school involves **stakeholders** including pupils, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

1.5 Setting our priorities

The priorities for the SES are set in the light of:

- data collection and needs analysis to inform policy and action planning;
- views expressed by stakeholders and trade unions that have been involved in the development of the scheme
- representation made through the working party

Our priorities are:

- ✓ narrowing the attainment gap between members of groups covered by the SES and other pupils who are not members of those groups
- ✓ improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language
- ✓ improving the involvement of disabled pupils, staff and parents and carers
- ✓ challenging race and gender stereotypes in subject choices and career advice
- ✓ tackling bullying of pupils based on gender, disability, sexuality or poverty
- ✓ employment and considering objectives to address the causes of any gender pay gap or differences between groups
- ✓ promoting positive attitudes to belief minorities

2. Action by the Senior Leadership Team

The governing body's duty to promote equality of opportunity and tackle discrimination is carried out by the Senior Leadership Team (SLT) through:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the EHRC;
- ensuring understanding of the broad definition of disability within the DDA;
- sensitively encouraging declaration of equality strand membership by pupils, parents/carers, staff and other users of the school;
- working with trade unions to implement the gender and age duties in employment functions;
- ensuring that action plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while 'levelling-up' expectations in the other strands;
- setting up the working party, with membership to include:
 - SLT member
 - Governor
 - Parent/carer
 - Staff representative
 - SENCO
 - Trade union representative(s)
 - Associate members e.g. disabled pupils, school council reps, community / voluntary groups and minority ethnic groups;
- ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately;

3. The working party

Our working party is involved at all stages of the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- to ensure the involvement of the widest possible range of people representing the different equality strands;
- to ensure the involvement of trade unions regarding the equalities duties;
- to arrange for the gathering of information relating to all equality strands;
- to consider arrangements for impact assessments;
- to consider necessary strategies following the results of impact assessments.
- to decided how best to report the SES

4. Information gathering

4.1 Information gathering

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and tackle discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

The information also helps us to do accurate impact assessment and identify which of the school's priorities have been achieved and what we need to do better.

4.2 Types of information to be gathered

The wide range of information gathered to support our planning and action to 'Do the duty', promote equality and tackle discrimination includes the following:

- identification of pupils, parents, carers, staff and other users of the school representing the different equality strands to develop and help us monitor the scheme (comprehensive and sensitive efforts made to collect information and meet security of information requirements);
- pupil attainment and progress data relating to different groups;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees;

5. Impact Assessment

Impact assessment refers to the review of all-current and proposed PPPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's PPPs are developed in an increasingly inclusive and equitable way.

We undertake our impact assessment in a relevant, proportionate and systematic way. Every policy is reviewed and revision made to ensure the promotion of equality and the exclusion of discrimination.

Screening PPPs helps us to know how much weight to give to promoting equality in relation to each policy and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but an aid to managing impact assessment.

We are aware that many PPPs have the potential to affect different groups in different ways and this is factored into the screening process.

Every new PPP will be drawn up with regard to the school's duties as described in this SES and the appendices, and will be subject to the process of impact assessment in relation to potential positive or adverse impacts.

6. Implementation

We have action plans for all 6 equality strands (see back of Appendices) which ensure that we are taking action to fulfil both the general and specific duties of the relevant legislation and extend our practice through 'levelling-up' as described above.

Our action plans are incorporated into the School Improvement Plan, which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;
- specified dates for impact assessment and review.

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan and our Community Cohesion Policy

The school evaluates the effectiveness of the SES with its School Improvement Partner on a regular basis, through the governing body and with Ofsted when the school is inspected.

7. Publication and reporting

The working party decides how best to publish the SES. The school provides a copy in a range of formats for those requiring it. The school prospectus and website includes a reference to the SES and the values underpinning it.

The school reports annually to the Governors on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PPPs.

8. Review

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans;
- using the impact assessments to ensure that actions taken have had a positive impact across all equality strands, that the promotion of equality is at the heart of school planning and that discrimination is being tackled effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which then inform priorities.

Outcomes of our most recent review:

Review Date:

Outcomes

Dane Court Grammar School

SES 2009 - 2010

Appendices

Appendix 1. Description of Legal duties relating to each strand, and definitions

There is an existing legal requirement for schools to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. The school's SES meets the three equality requirements.

Appendix 1.1. Ethnicity (Race)

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

To meet this requirement the governing carries out its duty through the SLT to:

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity;
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually;
- record racist incidents and report them to the local authority on a regular basis.

We use the online reporting form for any racial or bullying incidents that occur in the school. The reporting of racial incidents is a statutory requirement and completing the online survey throughout the year removes the need for the annual paper survey return:

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

Appendix 1.2. Gender (Sex)

Duties under the Equality Act 2010 require the governing body to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

From 6 April 2010, the Equality Act 2010 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to

publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body must revise and review the plan every 3 years and report on progress annually.

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.

Appendix 1.3. Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality through:

- promoting equality of opportunity between disabled people and others;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in public life;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The governing body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as 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.'

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Appendix 1.4. Sexuality

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace. With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- The provision of goods, facilities and services
- The disposal and management of premises
- Education
- The exercise of public functions

Appendix 1.5. Age

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as an employer, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- set a default retirement age of 65. Retirement ages below the default retirement age will need to be objectively justified or changed
- introduce a new right for employee to request working beyond retirement age and a duty on employers to consider that request
- introduce a new requirement on employers to give at least 6 months notice to employees about their intended retirement date
- allow pay and non-pay benefits to continue which depend on length of service requirements of 5 years or less or which recognise and reward loyalty and experience
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

Appendix 1.6. Belief (Religion or Belief)

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition: 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the following areas:

- The provision of goods, facilities and services
- The disposal and management of premises
- Education
- The exercise of public functions

Appendix 2. Table of legislation and duties - general and specific

Equality strand	Legislation	General Duty	Specific duties under existing legislation to produce equality scheme/plan, action plans and impact assessment
Age	Employment Equality (Age) Regulations 2006	Only as Employer - Treat with equal favour Eliminate disadvantage Eliminate intimidation Eliminate victimisation Eliminate discrimination on grounds of end of working relationship	No
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005	Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Yes – 3 yr review Also – to report annually on SEN policy and DES
Gender (sex)	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999 Gender Recognition Act 2004	Eliminate discrimination Promote equality of opportunity	Yes – 3 yr review
Ethnicity (Race)	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000	Eliminate discrimination Promote equality of opportunity Promote good relations	Yes – 3 yr review Also - specific duty to record racist incidents and report to LA
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006	Eliminate discrimination Eliminate harassment	No
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81	Eliminate discrimination Eliminate harassment	No

Appendix 3. Links to other policies, procedures & practices

Accessibility Plan

The school's accessibility plan is considered and reviewed in conjunction with the Single Sex Equality Scheme and Building Schools for the Future. Impact assessments will follow a similar pattern to the SES.

Community cohesion policy:

The school has a duty to promote and enhance community cohesion. Ofsted inspections include a judgment on this under Leadership and Management, where inspectors evaluate the school's understanding of its community in local, national and global contexts, the schools planned actions and evaluation of impact, and the extent to which the school's actions have positive impact on community cohesion.

There are 3 areas where schools are expected to contribute to community cohesion. These are:

- 1) Teaching, learning and the curriculum,
- 2) Equity and excellence
- 3) Engagement and extended services.

There are clear links with various equality strands. Ethnicity is considered a priority area in which a school's effective promotion of equality and tackling of discrimination can enhance community cohesion but there are also links with the other equality strands.

Racial and Bullying Incidents Reporting:

Reference Appendix 1.1

Job descriptions:

Job descriptions consider all the requirements of the 6 strands to make sure no applicant is discriminated against. The working party will consider applications on a regular basis to guarantee equality of opportunity.

Appendix 4. List of organisations and contact details

Community cohesion guidance:

www.teachernet.gov.uk/wholeschool/communitycohesion.

DCSF SES 2009-2010 Update :

<http://www.dcsf.gov.uk/des/docs/SES%20UPDATE%202009-10.pdf>

DDA information:

www.dotheduty.org

Equalities and Human Rights Commission

<http://www.equalityhumanrights.com/>

Government Equalities Office

<http://www.equalities.gov.uk/>

Inclusion and Achievement Advisers:

http://www.kenttrustweb.org.uk/ask8/ask8_inclusion_contact.cfm

Information on faiths and beliefs in Kent :

Contact Kent SACRE. Clerk to SACRE Carol Wade , carol.wade@kent.gov.uk

Kent customer equalities impact assessment:

http://www.clusterweb.org.uk/UserFiles/CW/File/Policy/Equalities/impact_assessment_tool.doc

Kent equalities guidance documents:

http://www.kenttrustweb.org.uk/Policy/eq_keydocs_school.cfm

Kent equalities information guidance (includes SES Template 1):

[Equality duties information guidance sheet \(amended August 2009 in light of the Equality Bill\)](#)

KCC Equality Strategy 2007 – 2010:

<http://www.kent.gov.uk/publications/council-and-democracy/equality-strategy.htm>

Ofsted Inspection documents relating to equalities:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

Racial and bullying Incidents on-line reporting Form - direct

<https://www.kent.gov.uk/af3/an/default.aspx/RenderForm/?F.Name=DdCBB4wy835>

Racial and bullying incidents on-line reporting form – via kenttrustweb:

<http://kenttrustweb.org.uk/Finance-Assessment/datacollection.cfm>

School Guidance:

www.teachernet.gov.uk/wholeschool/equality/

Action Plan for Single Equality Scheme

	Year 1 Actions 2009/10	Impact	Deadline	Lead officer	Indicator of achievement	Years 2 & 3 Actions 2010
Priority outcomes:						
	All new and existing policy, procedures and practices to undergo race equality impact assessment on pupils, staff and parents/carers, in particular the attainment levels of pupils from different racial groups	To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage, promote good relations and cohesion between diverse communities, and set priorities accordingly	To be set by school leadership team Ongoing	School Leadership Team	Policies comply with Single Equality Scheme Ongoing	Continue to monitor policies, procedures and practices for adverse race impact Regular analysis reports provided to the Governing Body including reports on racial incidents
	Record racist incidents and to report them to the KCC on a regular basis	Enables the school to plan strategies in order to reduce the number of racially motivated incidents	Ongoing	ML	Incidents recorded, investigated and resolved	Continue to record, report and respond to racist incidents to encourage confidence of pupils and others in a robust reporting system.

	Year 1 Actions 2009/10	Impact	Deadline	Lead officer	Indicator of achievement	Years 2 & 3 Actions 2010
						Regular reports provided to the Governing body
	To establish a comprehensive monitoring system for pupils identified in the Single Equality Scheme	Information to be used to establish strategies to either support or develop these groups	On going	HW AS ML Heads of Year	Required support or developmental strategies in place that give confidence and enhance student progress	Continue to monitor groups of students. Continue to review strategies Ensure students are identified as they enter the school and monitoring systems are put in place as soon as possible Consider the role of parents in the monitoring process
	To monitor the requirements of the Single Equality Scheme in relation to all staff employed at the school	That all aspects of the Single Equality Scheme relating to staff is fully established and working effectively	On going	The Single Equality Scheme Working Party SLT	Policies and actions adhere to the requirements of the Single Equality Scheme	Continue to monitor policies and actions such as the interview process for any adverse impact Regular analysis reports provided to

	Year 1 Actions 2009/10	Impact	Deadline	Lead officer	Indicator of achievement	Years 2 & 3 Actions 2010
						<p>the Governing Body</p> <p>Continue to develop the working party to ensure total representation regarding the areas covered by the Single Equality Scheme</p>
	To review the Community Cohesion Policy	Increased activities and developments regarding community cohesion	On going	GR Working Party SLT	Community cohesion rests at the heart of school impacting on the curriculum and all aspects of the school	<p>Continue to develop the Community Cohesion Policy and ensure policy guides practice within the school Regular analysis reports provided to the Governing Body</p> <p>To incorporate other stakeholders in future developments</p>