

Equality, Inclusion and Community Cohesion

A framework for developing a Single Equality Scheme (SES)

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

Very Good School Single Equality Scheme

2008 – 2010

Contents

Developing the Scheme

1. Introduction
2. National and Legal Context for Equality and Diversity
3. School Context
4. Involvement of staff, pupils, and parents /carers
 - Developing our Scheme
 - Ongoing involvement

Deciding what to do

5. Information gathering
 - Pupils
 - Staff
 - Others
6. Specific Equality Areas
 - Race Equality
 - Community Cohesion
 - Disability Equality
 - Gender Equality
 - Other Equality Areas
7. Impact Assessment
8. Working in Partnership

Putting the Scheme into practice

9. Publishing the Scheme, raising awareness
 10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan
 11. Links with other school policies
 12. Roles and responsibilities
 13. Equality Action Plan
- Appendix – the legal requirements in more detail

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

Insert here the name and contact details of the postholder to whom enquires should be made

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 fulfill 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 learners, 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.

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 individual 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.

You may want to amend this section, for example by including a specific introduction about your school mission, vision and values

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%).

Insert here, information about your school such as information about the

- local catchment area, demographics
- staff and student profile in relation to race, gender and disability
- religious and linguistic diversity of your staff and pupils, in the context of the community that you serve
- characteristics that are particularly significant for your school or community, such as refugees, migrant workers and socio-economic status
- key equality and diversity issues that you face

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: -

Insert here the range of different involvement activities you have undertaken, such as

- focus groups
- questionnaires
- involvement of the student council
- staff surveys
- contact with parents
- contact with local community and disability organisations.

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

Insert here how you have ensured that a diverse group of people have been involved.

For example you may have

- involved a disabled person, and a person from an ethnic community in your working party to develop this Scheme

- used an equal opportunities monitoring form as part of an all staff survey to ensure the views of the full diversity of staff have been captured
- ran a targeted focus group of disabled staff and parents
- approached specific learners on the student council

You should explain how you have tried to ensure that a diversity of people have been involved, including disabled people with different impairments and people from different community groups. You may need to explain how you have or intend to address any under-representation

We have identified the following **priorities** as a result of these activities

What did people say? Insert here a summary of the outcomes of all involvement activities, and your resultant priorities.

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 learners 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.

You already explain in your Self Evaluation Form (SEF) how you involve learners, parents and others in improving practice. You may want to discuss here, for example, how you

- embed equality and inclusion into your learner voice strategies
- provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people
- address under-representation on the student council
- involve learners in developing equality policy and practice, such as learners developing race bullying policies

A number of approaches may be necessary to ensure that **all** learners have a 'voice' in improving practice.

You should also think about how you will continually involve staff from diverse backgrounds. For example, you may want to set up a permanent advisory group of disabled staff, or staff from ethnic communities.

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

We collect the following information:-

You already collect a significant amount of information and report on this in your SEF. So it's not necessarily about collecting more information (although you may want to – see below). It's more about thinking how you can evaluate the information you already collect to

- demonstrate your progress in promoting equality, inclusion and community cohesion
- identify any equality gaps for you to address

You should insert in this section of the Scheme the information that you gather, **disaggregated by gender, race and disability**. For example,

- admissions
- attendance
- achievement and progression
- rewards and sanctions
- choice of option subjects
- the views of the student council
- participation in the student council
- take up of extended school provision and extracurricular activities
- other equality information for example complaints and incidents of race discrimination or bullying

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

What does the information that you have collected tell you? You may want to take a cross cutting approach to equality data, for example looking at the attainment of males from different community groups. Insert here the priorities that you have identified from evaluation of information that you have gathered, or want to gather. This may include difficulties in data collection, and how you will address these, or equality gaps such as lower achievement rates for particular ethnic communities, or lower participation of disabled learners in visits and trips, or lower attendance for males, for example.

Some of these priorities will reflect the need to gather improved information, and you should include any information that you intend to gather in the three year lifespan of the Scheme, such as the information above

Schools should be sensitive to what is important in their local context. The information that you choose to gather should be what matters, rather than what is easily available.

You should also be wary of placing too much emphasis on attainment at the expense of 'social' aspects such as access to trips and visits by disabled learners.

We will ensure that the information we gather will be used to promote equality by:
Insert here how you will do this. For example, you may embed the evaluation of performance data, disaggregated by race, disability and gender, within the school self evaluation report. You may choose to identify a specific member of staff to take the lead in gathering and analysing equality information.

b) Staff

We collect the following information:-

Insert here the qualitative and quantitative information that you currently gather. For example, you may monitor, **by disability, race and gender**,

- staff recruitment, retention
- CPD
- Promotion
- Disciplinary, grievance, competency
- outcomes of appraisals and performance review processes
- cessation of employment
- staff exit surveys

You 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

What does the information that you have collected tell you? You may want to take a cross cutting approach to equality data, for example looking at the recruitment of male staff from different community groups. You should analyse this information you have collected in different ways, for example in terms of job role, level of seniority, full or part time, teaching or non teaching. Insert here the priorities that you have identified from evaluation of information that you have gathered. You should also include priorities to gather further information to address difficulties in data collection. For example 15-20% of staff are likely to be covered by the definition of a disabled person, but it is likely that your data does not reflect this. You will want to show plans to address this.

We will ensure that the information we gather will be used to promote equality by:
Insert here how you will do this

c) Others

This is optional – schools have no legal duties to gather information on other people who use their services, such as disabled parents. However, the general duties still apply and you may decide to regularly gather the views of parents such as disabled parents or parents from ethnic communities, or others who use the school, to help continually improve practice. You may decide to gather information about attendance at parents evenings and other school events, to identify if there is any under-representation by disabled people or parents from ethnic communities, for example. Insert here the **priorities** that you have identified from evaluation of information that you have gathered, and any priorities to gather further information.

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:

Insert here the positive steps you have already taken to promote equality and tackle race issues. For example, you may wish to state your processes for reporting on incidents of racist discrimination and harassment, and how these have helped reduce such incidents. You may have taken positive action to help recruit staff from under-represented ethnic communities. You may have reduced equality gaps in achievement rates for learners from ethnic communities, for example taking part in the Ethnic Minority and Traveller Achievement Service. Consider all three aspects of the general duty, namely:

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

We want to do more by:

Insert here specific **priorities** you want to take in the 3 year life span of the Scheme, to promote further, race equality. You should check that your priorities help you to work towards all three elements of the general duty

b) Community Cohesion

What we have already achieved:

Insert here the positive steps you have already taken to promote community cohesion. You may choose to follow DCSF guidance and group your statements under the following headings:

- **Teaching, learning and curriculum** (for example, how you encourage pupils to respect others and value diversity, to develop the skills to take responsible action, how curriculum planning across all subject areas have highlighted opportunities to promote community cohesion. You may want to include opportunities that you have provided for learners to gain the confidence to play a part in their community. You may want to include information on how you have participated in HCC 'rights, respect and responsibility' initiatives, or taken part in a 'who do we think we are' week)
- **Equality and excellence** (for example how you ensure all have opportunities to reach their full potential, removing variations in learning outcomes from different community groups. This information is likely to overlap with information in section 5)
- **Engagement and extended services** (for example, the services you provide that encourage families to interact with people from different backgrounds and build positive relationships, and the links that you have developed with other schools and with the local community)

Your school may have an intake that is predominantly of one socio-economic, ethnic, religious or non religious background. In these circumstances you may have identified strategies to encourage learners to mix with other learners from a different

background. For example you may have developed a partnership with a school serving a different community to your own.

We want to do more by:

Insert here specific **priorities** you want to take in the 3 year life span of the Scheme, to promote further, community cohesion.

c) Disability Equality

What we have already achieved:

Insert here the positive steps you have already taken to promote equality and tackle disability issues. For example you will want to discuss the action you have already taken to improve access by implementing your three year Accessibility Plan. This should include how you have improved access to

- the curriculum
- the physical environment
- written information

You may want to insert here the support you routinely provide for disabled pupils, any specialisms that you have developed, actions you have taken to eliminate bullying and harassment, and any mentoring programmes you have developed. You will want to consider all six elements of the general duty, namely:

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.

You will want to consider all aspects of school life, such as teaching and learning, arrangements to provide information in alternative formats, admissions, trips and visits, participation in extended school activities, lunchtime arrangements and canteen facilities and physical accessibility.

We want to do more by:

Insert here specific **priorities** you want to take in the 3 year life span of the Scheme, to promote further, disability equality. You should check that your priorities help you to work towards all six elements of the general duty

d) Gender Equality

What we have already achieved:

Insert here the positive steps you have already taken to promote equality and tackle gender issues. For example, how you have encouraged pupils to opt for subjects that are traditionally favoured by males or females. How you have reduced stereotyping when giving career advice or organising work experience. How you have tackled any gender gaps in attainment. Consider both aspects of the general duty, namely:

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

We want to do more by:

Insert here specific **priorities** you want to take in the 3 year life span of the Scheme, to promote further, gender equality. You should check that your priorities help you to work towards both elements of the general duty

e) Other Equality Areas

What we have already achieved:

Insert here the steps you have already taken to eliminate discrimination or harassment in relation to sexual orientation, age and religion or belief. For example, you may have

- undertaken inter-faith initiatives
- implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions
- made explicit within your anti-bullying policy that homophobic or faith bullying and harassment will not be tolerated
- provided specific training to support staff to implement this policy

If you are a faith school, you may have implemented specific initiatives to allow pupils from your school to meet with pupils from schools of a different faith, perhaps by forming partnerships with different faith schools.

We want to do more by:

Insert here specific **priorities** you want to take in the 3 year life span of the Scheme, to eliminate further, discrimination and harassment

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.

Insert here your arrangements for carrying out impact assessments. For example, you may choose to incorporate your equality impact assessment process into your planned timetable for review and revision of existing policies. In relation to disability equality, disabled people should be involved in prioritising what needs to be looked at first. This is good practice that you may want to extend to other equality groups.

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. Insert here, information on how you work in partnership with others. For example, you may want to explain how you

- ensure information and meetings for parents are made accessible for all
- intend to raise participation of under-represented groups
- have formed links with community groups or other schools to help promote community cohesion
- have established partnerships to help meet the requirements of disabled pupils.

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

You should insert here other arrangements for promoting and raising awareness of your Scheme. For example, you may want to

- highlight the existence of the Scheme, key priorities, and who to contact for further information in a staff newsletter
- send a letter to parents about your Scheme
- discuss staff development activities that you have undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff
- explain how staff induction procedures include equality and information about this Scheme
- include information on how you ensure contractors and other service providers are briefed on your vision and expectations for equality
- send your Scheme to local community and voluntary groups

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. Our annual report will be shared with Governors and our School Improvement Partner. A summary will be provided for parents and published in our prospectus. Both will explain how the full report can be obtained. We will inform staff and learners of our progress.

Insert here who else you intend to share your annual report with. You may want to insert here who will take the lead in writing the annual report and making this available to any interested stakeholder.

The findings of our annual report 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 Improvement 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 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:

- Insert here a list, such as the school Inclusion and SEN policy, Racist Incidence policy, Bullying and harassment policy, Equal Pay policy, Admissions policy

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 performance
- monitor achievement of equality targets
- 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 performance
- 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

All staff will also ensure that students 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

You may also want to include roles and responsibilities for specific members of staff, for example postholders who will take responsibility to

- coordinate and monitor equality and diversity
- deal with incidents of discrimination or harassment
- monitor progress and attainment of learners from different groups and communities
- monitor recruitment and career progress of staff from different groups and communities
- provide reasonable adjustment and support for disabled learners

13. Equality Action Plan 2008 - 2010

This should be a robust and detailed three-year equality action plan that demonstrates how you will implement your Single Equality Scheme. You may choose to use the different sections of this scheme as headings and transfer the priorities that you have identified, or you may choose to combine priorities together, and use subheadings of your own choosing such as teaching and learning, curriculum, extended services, staff. You may choose to combine priorities under the five Every Child Matters subheadings.

Code

- R = Race
- D = Disability
- G = Gender
- CC = Community cohesion

- SO = Sexual Orientation
- RB = Religion or belief
- A = Age

You can place a tick in the appropriate column against the priority and actions that help you to achieve equality in one or more of these equality areas. However, for priorities and actions to promote race, disability or gender, it will be more helpful to place a number against the relevant element of the general duty. For example, you may decide to include more success stories and photos of disabled learners in your prospectus, which will help you to meet elements 4 and 5 of the disability equality duty (see section 6c). This will help you to demonstrate that you are giving due regard to all elements of the general duties

R	D	G	C C	S O	R B	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes

Appendix A – the legal requirements in more detail

Insert here further details of the requirements of equality legislation. You can copy and paste the information provided in the toolkit's 'summary of equality legislation for schools'