

Equality, Inclusion and Community Cohesion

An overview of the toolkit

This leaflet introduces an a new toolkit to support schools in Hampshire to implement the requirements of equality legislation

How did the toolkit come about?

Hampshire County Council commissioned an external consultant, Dr Christine Rose, to develop this toolkit. She would like to extend her thanks to HCC staff, and to the many head teachers, senior staff and governors involved in producing this toolkit; for their enthusiasm, insight and for the time they have so generously given .

Why should I use the toolkit?

The toolkit will help schools to

- understand the requirements of equality legislation
- identify their own key priorities for promoting equality, inclusion and community cohesion
- build on the good practice they have already made
- develop their own Single Equality Scheme

What is the purpose of the different parts of the toolkit?

The toolkit contains, in addition to this leaflet, six documents:

- **A briefing for senior staff and governors.**

This provides a short summary of the equality duties and the practical implications for schools. It explains the advantage of developing and implementing a Single Equality Scheme (SES). It also explains the role of the governing body in meeting the requirements of equality legislation.

- **A flowchart to develop a Single Equality Scheme (SES).**

This is a 'one side of A4' diagram suggesting a school's approach to develop a SES. It mirrors the main headings of the framework (see below)

- **A framework for developing a SES.**

Equality legislation requires schools to develop their own scheme, in their own context, identifying their own priorities to

achieve improved outcomes. This framework will help schools to do this. 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.

- **A governors' audit tool.**

This is a tool to support governors to identify the progress that their school has already made, and further action that their school intends to take, to promote equality, inclusion and community cohesion. It will help ensure that the governing body meets its duties in respect of equality legislation

- **A summary of equality legislation.**

This provides an overview of the requirements of race, disability and gender equality legislation, and the duty to promote community cohesion. It also identifies duties within age, sexual orientation and religion and belief legislation.

- **Answers to Frequently Asked Questions (FAQs).**

This contains brief answers to questions commonly asked by governors, head teachers and school staff.

What should I read first?

The briefing is a good place to start.

If you are a head teacher, senior member of staff or governor involved in developing a SES, then you may wish to take a look next at the framework for developing a SES and the accompanying flowchart.

If you are a governor, then after having read the briefing, you may wish to take a look next at the audit tool.

A working party who is about to start developing a SES would find it helpful to remind themselves about the requirements of equality legislation, and should therefore read 'summary of equality legislation'.

If you have any questions throughout these activities, take a look at the FAQs.