

HOWDEN SCHOOL



SINGLE EQUALITY SCHEME

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision)
- Disability.
- Race.
- Sex (including issues of transgender)
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties in order to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty
- Across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions.
- Attendance.
- Attainment.
- Exclusions.
- Prejudice related incidents.

Our objectives detail how we will ensure equality is applied to the services listed above however, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.

Howden School Equality Statement

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1. Equality Mission statement

At Howden School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

2. Mainstreaming equality into policy and practice

As well as the specific actions that we will set out in our Equality Plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students.
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local and wider community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions are managed by the Local Authority and the process is fair and transparent, and does not discriminate on race, gender, disability or socio-economic factors.

We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

We are committed, at Howden School, to the implementation of equal opportunities principles and the monitoring and promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating

Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

4. Equality and the law

We will ensure that we act in accordance with the statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006)

4a. Race Equality

This section of the statement reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students.
- Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.

- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish a Disability Equality Scheme, identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and involvement

It is a requirement that the development of our Equality statement have been informed by the input of staff, students and parents and carers in addition to our legal obligations. We have done this by seeking the views of parents, staff, governors and students in a variety of forums.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this statement and will do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The governing body will produce an Equality Action Plan.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality statement and he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality statement and the Equality Plan and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Statement and Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the pastoral team where necessary. All incidents are reported to pastoral teams and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents involving students. All staff should view dealing with incidents as vital to the well-being of the whole school.

Incident



Member of staff informs appropriate pastoral team immediately for investigation and action.



Responses made to victim and family and to perpetrator and family.



Support, monitoring and review by pastoral team. Actions recorded appropriately.



An incident form to be completed and filed. All incidents reported to the Governing body and Local Authority on a termly basis.

For incidents involving staff, in the first instance, it should be reported to the most appropriate line manager. If any further support is needed, please contact a member of the Leadership Team.

8. Review of progress and impact

We will review progress against our Equality Statement and subsequent Plan annually.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the Scheme

In order to meet the statutory requirements to publish an Equality Scheme, we will:

- Publish our Equality Statement, and plan, on the school website.
- Raise awareness of the Statement within School.
- Make sure hard copies are available

Single Equalities Scheme Action Plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Awareness of Equality Scheme included in staff and parent surveys	Headteacher	By June 2014	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse student achievement and progress by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly data analysis	Analysis of teacher assessments / data trawls demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that students positively identify with, which reflects the world's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	Teaching staff	September 2013 – July 2015	Examples of diversity celebrated and highlighted in SMSC audit
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents.	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Reported incidents are monitored and challenged by the Governing Body
Community cohesion	Explore cultural events throughout the year to increase student awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHCE and Ethics and Philosophy SoWs . Interactive displays set up	Teaching staff	Ongoing from Sept 2013	Increased awareness of different communities in school.