

Single Equality Statement

Approved	2013	Responsibility	
Review	Every 3 years		Full Governing Body



This policy is linked to the following:

SMSC, Inclusion/SEN, Restrictive Restraint, PSHE, over arching Safeguarding policy, Child Protection, Behaviour, Health and Safety

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1. Introduction

At Greenfields Junior School we welcome the equality duties placed upon schools, We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. 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 community working together – our pupils, 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.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and it’s principle through pupil and staff discipline procedures ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted.

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimization
- advance equality of opportunity
- and foster good relations in a holistic and proactive way and in line with our duties under the Equality Act 2010.

It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not in just developing this Scheme but also in its review and implementation
- prioritising activities that produce specific, tangible improved outcomes
- removal of any attitudinal and cultural barriers

So that our Vision and Values are upheld.



We have incorporated our equal opportunity and racial equality policy, and our accessibility plan and gender equality scheme into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified how we should continue to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to continue to promote 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.

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.

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.

Greenfields Junior School is situated in the semi-urban village of Hartley Wintney which has a population of approximately 5000. We have increased our Pupil Admission Number from 60 to 90 from September 2016 as result of the school expansion based on Hampshire County Council projections. The children are drawn from a varied catchment area, including owner-occupier, council and rented accommodation and there is no substantial deprivation. A growing number of the children come from the local Gypsy/Romany/Traveller community and from outside the catchment area.

Attainment on entry is above average and this is confirmed by RAISEonline (October 2016). 13.7% of our children take free school meals and 9.4% of our children are on the SEN register with 2 Educational Health Care plans in place at present. The percentage of pupils with English not their first language is 1% (3 children) January 2016 Census.

The percentages of children eligible for FSM, from minority ethnic groups, EAL, authorised and unauthorised absence are inline National percentages. @3.2% (Census January 2017)

We liaise closely with our main feeder school, with our year 3 teachers and Inclusion Manager carrying out rigorous transition programs. We also work closely with schools where children have come from out of catchment.

	TOTAL	MALE	FEMALE	ETHNIC MINORITY	DISABILITY
CHILDREN	255	135	120	44	1
TEACHING STAFF	13	1	12	0	0
SUPPORT STAFF	16	1	15	0	1
GOVERNORS	10	4	6	0	0

Greenfields Junior School is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

4. Involvement of staff, pupils, and parents

a) Developing our Scheme

As has been said in the Introduction, Greenfields has a very low incidence of either diverse ethnic groups or gender or disability issues. It is therefore difficult to involve a hugely diverse group of people in shaping our Single Equality Scheme and Equality Action Plan. To the best of our ability we strive 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 order to broaden our horizons further we are looking beyond the boundaries of our school community and are currently developing links with schools in other areas both in the UK and overseas.

At the same time we feel that over-emphasis of these issues could result in an over-exposure for our pupils to issues that we are trying to keep in proportion to all other aspects of their school life. We believe that diversity is a strength. Therefore by virtue of the make-up of both our school and local community it is our aim to celebrate the differences which our children may encounter in the wider community, Great Britain, and the global community and to develop them into becoming young adults who are proud of the diversity of our society in all its forms.

In developing our scheme, we have involved staff, pupils and parents in the following ways: -

- We regularly canvas views of children, parents, staff and governors for their views about school and take any action on suggestions for improvements
- Questionnaires to parents, staff and governors with specific questions about equality in the school

These discussions have involved disabled people, people from different ethnic communities and gender.

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

- **Establish links with other communities/schools both in the UK and abroad to develop Spiritual, Moral, Social and Cultural education**
- **Ensure all pupils and families from vulnerable backgrounds are fully supported by and involved in school life.**

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, such as School Council, Eco-Warriors, Junior Road Safety Officers. 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 leadership team
 ☑ All children take part in class council meetings and their views are brought to the school council meetings by their elected representatives.

5. Information gathering

We will continue to 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.

5. a) PUPILS

Every effort is made throughout the teaching / learning environment to ensure that there is a comprehensive and ongoing culture of equality which is planned, practised, recorded and reviewed throughout every strand of school life. This is evidence in the pupil participation surveys of eg clubs, Ofsted feedback 2013, pupils' self evaluation on their annual reports.

5.a.1 Admissions

Greenfields Junior is an inclusive school and we are aware of the rights of all children to be admitted to our school in accordance with our admissions policy. We have identified that an increasing number of children are from GRT background or split families.

5.a.2 Attendance

We are aware of the right of every child to receive the best possible education and of the correlation between good attendance and educational achievement and progress. We are proactive in promoting good attendance at Greenfields Junior School and work closely with parents, children and external agencies (EMTAS – Ethnic Minority Traveller Achievement Service) to ensure good or improving attendance

5.a.3 Achievement and Progression

Our school tracking systems enable us to monitor the progress and achievement of all groups of children within the school, which leads to tailored programmes of work. Raiseonline and FFT data is analysed carefully to identify any trends in pupil outcomes. We have identified a gap in achievement for pupils from a disadvantaged background gaining expected standard for Reading, Writing and Maths combined. (SATs 2016)

5.a.4 Rewards

Through a range of rewards every pupil is given equal incentive to behave and perform well. There are regular celebration assemblies where certificated are given for demonstrating our PRIDE values and personal achievement and progress.

5.a.5 Sanctions

There are consistent approaches to dealing with poor or unacceptable behaviour as detailed in the school's policy.

5.a.6 The Curriculum

All pupils have equal access to the curriculum and, where necessary, modifications are made in order to facilitate full participation is accessible.

5.a.7 The School Council and pupil groups.

Elections of members are held in each class in key stage 1. A record is kept of pupils who achieve these positions to ensure that the views of all groups are represented.

5.a.8 Before and After School Activities

Every child is encouraged to participate in as many extra-curricular activities (depending on spaces available) whatever their ability. Children eligible for pupil premium are offered an after school club of their choice and this is paid for them from the pupil premium money. Day and residential trips are offered at a reduced rate and each pupil premium child is given a £25 uniform voucher per year.

5.a.9 Pupil Complaints and Concerns

All children are reminded to talk to an adult if they have a problem or worry. All new pupils are provided with a Buddy. Staff, including the Headteacher, are regularly available to children at break time and spend time on the playground to ensure that pupils have easy access to a trusted adult.

5.a.10 Incidents of race discrimination or bullying

Any racial incidents are investigated, recorded and reported. We are proactive in addressing all types of bullying and there are strict sanctions for this behaviour as detailed in our policies.

5.b) STAFF

5.b.1 Open Channels of Communication and Consultation

There is a wide range of points of contact between the staff and the school leadership team, through meetings, briefings and Improving Standards Teams. All staff are provided with training in Child Protection, Safeguarding and the Whistleblowing Policy is shared with all staff. A staff handbook is issued annually. All staff are encouraged to contribute to school policy development and improvement initiatives. Staff are recruited using Hampshire Safer Recruitment guidelines in line with the Manual of Personnel Practice.

5.b.2 Promotion and Career Development

All vacancies are publicised. The school complies with all equal opportunities recruitment and employment legislation. Staff development is prioritised through Performance Management and school improvement priorities.

5.b.3 Staff Wellbeing & Leavers

Without disclosing identities, the Governors are kept regularly informed of circumstances surrounding leavers and matters of wellbeing via Committees. With regard to the Cessation of Employment the school adopts personnel guidance as set out in the County's Manual of Personnel Practice which incorporates equal rights of all employees in the school.

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

Rationale

At Greenfields Junior School we believe that mutual respect and tolerance amongst staff and pupils is fundamental. We celebrate the enrichment of our community which comes from the diversity of age, gender, racial and social origins, abilities, culture and religion.

Objectives

- To educate, develop and prepare our pupils for life whatever their race, origin, religion, disability/ability, gender, sexual orientation or age.
- To be socially inclusive and ensure equal access and opportunity for all.
- To be fair in our recruitment and employment by showing no prejudice to any group or individual.
- To provide a positive and caring environment where mutual respect and appreciation is shown to one another as individuals.
- To provide a broad range of opportunities to reduce barriers to learning and advancement and promote success.

Strategies

1. The school follows Hampshire Policies and national guidance and does not permit race origin, religion, disability/ability, gender, sexual orientation or age to be used as criteria for admission or employment.
2. All names will be accurately recorded and correctly pronounced. Everyone will be expected to accept and respect names from other cultures.
3. The school views linguistic diversity positively. All languages are valued and celebrated.
4. All forms of discrimination by any person within the school community will be treated as an act requiring action. Any racial incidents are recorded and reported in accordance with the school's Race Equality Policy.
5. No symbols, badges or insignia supporting discrimination or promoting lack of respect may be worn at school.
6. In all appointments the best candidate will be appointed based on agreed professional criteria.
7. Parents will be made aware of the school's commitment to equal opportunities.
8. We will continue to develop a curriculum that values diversity and challenges racism and all other forms of harassment/discrimination in line with British Values and Prevent Duty
9. Staff and governor development and training in equal opportunities will comply with legal obligations.
10. To ensure effective equality, implementation of race equality measures are monitored as recommended by the Equal Opportunities Commission and the Commission for Racial Equality codes of practice.

b) Community Cohesion

Greenfields Junior School recognizes its place in promoting and achieving Community Cohesion. The school has good links with the local community and this includes collaborative curriculum work as well as charity events. Within the school community, parents, pupils, staff and governors all contribute to the school's success and take a key role in promoting a strong sense of community and belonging. National and global community work is an integral part of curriculum work and wider school events.

Priorities for improving Community Cohesion:

Due to the locality of the school; children's appreciation of the diversity of Britain is limited and this is addressed through curriculum work and raising awareness of British Values. We aim to develop global links with schools and charities to ensure a real understanding of different cultures and communities.

c) Disability Equality

Key Objective

To ensure that all pupils with a disability continue to have full access to the curriculum and wider school events.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy:
- The school recognises its duty under the DDA

(i) not to discriminate against pupils in their admissions and exclusions, and provision of education and associated services

(ii) not to treat disabled pupils less favourably

(iii) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- In performing their duties, governors and staff will have regard to the DCR Code of practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality:

☑ The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;

(i) setting suitable learning challenges

(ii) responding to pupils' diverse learning needs

(iii) overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Actions

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals from the local NHS trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Priorities for improving Community Cohesion:

At Greenfields Junior School we are committed to ensuring equality of opportunity for disabled pupils, staff and all those receiving services from the school. Our aim is to build upon our culture of inclusion and diversity so that people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored through our pupil progress systems and we will use this data to ensure inclusive teaching. We will make necessary adjustments to ensure that our building is as accessible as possible. At Greenfields Junior School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

d) Gender Equality

Greenfields Junior School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men.
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes and is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions.

At Greenfields Junior School:

- We monitor children’s progress in relation to their gender and set targets accordingly.
- We address gender stereotyping through aspects of the curriculum and in school procedures. Where appropriate gender stereotyping is addressed when children are discussing future subject choices, careers advice and work related learning.
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents as required.
- Gender issues are addressed as part of our curriculum, specifically through PSHE.
- Staffing in the school consists of both genders

Priorities for improving Gender Equality:

To continue to track/monitor achievement and progress at all ages to ensure that there is no disparity, aiming to reduce any attainment gaps that become evident.

e) PSHE

PSHE is an integral part of our curriculum and is designed to promote children’s personal, social and health development. It gives pupils the experiences, knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their abilities and those of others. PSHE at Greenfields incorporates Citizenship; Sex and Relationships education; Drugs Education; SEAL (Social and Emotional Aspects of Learning); economic awareness and community cohesion. A range of different strategies are included in the teaching of PSHE, including regular circle times.

Aims of PSHE at Greenfields Junior School

We want to enable our pupils to

- Stay healthy
- Keep themselves safe and others safe
- Respect the differences between people
- Have worthwhile and fulfilling relationships
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their abilities and those of others
- Behave in a socially and morally acceptable way including to authority and each other
- To become involved in the life of their community
- To know about democracy and how to be active citizens

- To know about economic well-being

Priorities for PSHE in promoting Equality:

- For children to take responsibility for their actions and learning.
- For children to understand and demonstrate that they have rights and responsibilities, towards others and to themselves.

Parental and Community Involvement

Working in partnership with parents is a vital part of our school culture and parental involvement is high. Parents are invited to join in events in school, including parent consultations, working with children in school, participating in forum groups, supporting school initiatives and events and attending curriculum and information workshop. Parents are regularly informed of events and developments through newsletters, curriculum plans and our website. There are good links with local businesses, community groups and partner schools.

7. Impact Assessment

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, gender (including gender identity), disability, age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment, based on the outcomes from reviews, data analysis etc. At Greenfields Junior School we will carry out equality impact assessments on the following policies in accordance with our policy review schedule.

- Anti-Bullying Policy
- Positive Behaviour Policy
- Complaints Policy
- Confidentiality Policy
- PSHE Policy
- Sex & Relationships Education
- SEN/Inclusion Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- Assessment Policy
- Health and Safety Policy
- Whistleblowing Policy
- Staff and Pupil Attendance

8. Working in Partnership

We will continue to involve stakeholders in the implementation of this scheme in the following ways:

- **Children** – The scheme will be discussed in PSHE lessons and through the School Council and other pupil groups.
- **Parents** – The Scheme will be made available to parents.
- **Staff** – The Scheme will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives.
- **External Partners** – The school will discuss the Scheme, plus associated school policies, with the school's External Partners where necessary/appropriate.

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:

- making it available on request
- signposting it to all stakeholders via our website

10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan

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.

In order to assess the impact of our equality policies we review our policies regularly we review progress and renew our Single Equality Policy Action Plan every three years next review 2019 and the governing body receives annual reports from the HT with regard to incidents of Racial or Gender discrimination. Following these reports, further specific recommendations might be made.

11. Links with other school policies

School policies that link with, and have informed this Scheme include:

- Anti-Bullying Policy
- Positive Behaviour Policy
- Complaints Policy
- Confidentiality Policy
- PSHE Policy
- Sex & Relationships Education
- SEN/Inclusion Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- Assessment Policy
- Health and Safety Policy
- Whistleblowing Policy
- Staff and Pupil Attendance

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 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 leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that children 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

Greenfields Junior School Equality Action Plan 2016-17

CODE: R = Race CC = Community Cohesion A = Age D = Disability SO – Sexual Orientation RB- Religion or Belief

R	D	G	CC	SO	RB	A	Priority	Actions to be taken	Lead responsibility	Timescale	Outcomes
		*	*				HIGH	To raise attainment of disadvantage pupils in line with National for RWM combined	Leadership team/all staff	Year on year improvement	Attainment increases to 0 gap to National disadvantaged pupils
					*		MED	To develop awareness of cultures and beliefs of those represented in our classes	teachers	Each year	Increased awareness of what makes us the same and different
			*				MED	Develop links for the pupils with other schools locally and nationally	Leadership team/all staff	ongoing	Links established and children to have awareness of other cultures

Appendix A – the legal requirements in more detail

Summary of equality legislation for schools

The duty to promote race equality

The Race Relations Act 1976 has been amended by the Race Relations (Amendment) Act 2000 (the RRAA). This Act was introduced as a result of the MacPherson Report, which followed the Stephen Lawrence inquiry. This report highlighted the issue of institutional discrimination.

As a response, the government introduced a duty to promote race equality for listed public bodies, including Local Authorities and schools. The duty is designed to assist institutions to tackle discrimination, promote equality of opportunity and promote good race relations. Its aim is to make promotion of race equality central to the way that public bodies work, and to all areas of their work, including policy making, service delivery, (including teaching and learning), regulation and enforcement and employment practice.

The Race Equality Duty has a general duty with three inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to:

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

Although these different elements often interlink, they need to be given 'due regard' in their own right.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- assess the impact of policies, including the Race Equality Policy, on students and staff of different racial groups;
- monitor policies for adverse impact on race equality, by gathering and using information on the admission and progress of students and the recruitment and career progress of staff (including training for staff);

- include in the written Race Equality Policy a statement indicating the arrangements for publishing the policy, and the results of assessment and monitoring;
- publish annually the results of monitoring data, and actions taken towards achievement of overall objectives and priorities fully review the race equality policy every three years.

The duty to promote community cohesion

The Commission for Integration and Cohesion, set up by the Government in the wake of the London 2005 terrorist attacks, identified an integrated and cohesive community as one in which:

- everyone knows their rights and responsibilities
- people of different backgrounds have similar opportunities
- there is trust in local institutions such as the local council, the police and the courts, to act fairly
- everyone recognises the contribution of both new arrivals and those already settled, and are not threatened by change
- there are positive relationships between people from different backgrounds, at work, at school and at college.

From September 2007, schools have a duty to promote community cohesion. DCSF guidance states that

‘By community cohesion, we mean working towards a society in which

- there is a common vision and sense of belonging by all communities
- the diversity of people’s backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong positive relationships exist and to continue to be developed in the workplace, in schools and in the wider community’

Community cohesion does not just apply to differences in faith or ethnicity, but includes any difference, for example in gender, disability or sexual orientation.

However, the main focus of the duty is to promote good community relations across different cultures, ethnic, religious and non religious and socioeconomic groups.

Unlike the promotional duties for race, disability and gender equality, there are no statutory requirements to produce a policy or scheme or action plan.

Schools must decide the best approach to implement the duty effectively, for example through a policy, action plan or working party. However, embedding the school’s response in a Single Equality Scheme and Action Plan will make it easier for schools to monitor their progress and performance in meeting the requirements of this duty

Further information can be found in DCSF guidance;

‘Guidance on the duty to promote community cohesion’ which may be downloaded from http://www.teachernet.gov.uk/wholeschool/Communitycohesion/Community_Cohesion_Guidance/

Disability equality legislation

There are several pieces of disability equality legislation that schools must respond to, including

- SEN duties
- duties under the SEN and Disability Act 2001 (SENDA)
- the Planning Duties of DDA 1995 Part 4
- Disability Equality Duty (DDA 2005)

Each of these are now considered in turn

SEN duties provide auxiliary aids and services for schools to make adjustments for individual disabled learners to support inclusion.

SENDA protects current and prospective disabled learners from discrimination. Schools are required to make reasonable adjustments so that disabled learners do not experience less favourable treatment or substantial disadvantage. The reasonable adjustment duties for schools under SENDA do not include the provision of auxiliary aids and services as these are provided by the SEN framework (see above), and over time through the planning duties(see below).

The planning duties of DDA Part 4 aims to ensure schools increase over time their accessibility to disabled people. Three year Accessibility Plans should have been in place by April 2003, and updated for 2006-2009. Accessibility Plans should demonstrate how the school will

- increase access to disabled pupils in the school curriculum, for example changes to teaching and learning, classroom organisation, deployment of learning support, staff training, curriculum delivery
- improve access to the physical environment, for example improved signage, floorings and room layouts
- improve accessibility of written material, for example ensuring handouts, timetables and information on school events are available in alternative formats such as large print or easy read

These three sets of duties work together to ensure disabled learners access and enjoy education in its broadest sense with the same degree of dignity and choice as their non-disabled peers.

The Disability Equality Duty has a general duty with six inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need 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.

Although these different elements often interlink, they need to be given 'due regard' in their own right.

The 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. An anticipatory approach requires adjustments to be made in advance of individual disabled people attempting to use a service or access education or employment.

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- produce and publish a Disability Equality Scheme and equality action plan;
- involve disabled people in the development of the DES and equality action plan;
- explain the method of assessing the impact of policies and practice upon disabled people;
- monitor the impact of policy and practice on disabled people by gathering and using information on:
staff recruitment, development and retention
the educational opportunities available to, and the achievements of disabled pupils. (This should be interpreted broadly)
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the Disability Equality Scheme every three years.

Definition of a disabled person

Under the DDA a person has a disability if s/he has a 'physical or mental impairment which has a substantial or long-term, adverse effect on her / his ability to carry out day-to-day activities'. 'Substantial' does not mean significant – it simply means more than 'minor' or 'trivial'. 'Day to day' activities often include activities that pupils are asked to carry out in the classroom.

'Long term' generally means more than one year.

This is a broad definition that is likely to cover people with

- physical or sensory impairments
- learning difficulties, including specific learning difficulties such as dyslexia
- mental health difficulties

- medical conditions such as epilepsy, diabetes, HIV, cancer, multiple sclerosis

Between 7 – 8% of learners will be covered by the definition of a disabled person, rising to 10% of 16-24 year olds and 15 - 20% for people of working age. One in three people between 50 and 65 will be covered by the definition.

While there is an overlap between the definition of disabled pupils and pupils with special educational needs, not all disabled pupils will have SEN, and not all pupils with SEN will be disabled. For example, a learner with diabetes may not have SEN but have rights under DDA. A learner with emotional and behavioural difficulties because of difficult personal and social circumstances may have SEN but not be covered under DDA.

It is important to note that much impairment is 'unseen', and also that over 50% of people who are covered by the DDA definition of a disabled person are unlikely to consider themselves as disabled.

Involvement of disabled people

At the heart of the Disability Equality Duty is the need to involve disabled people. The Code of Practice for the duty makes clear that consultation by itself is not sufficient to meet this legal requirement. Consultation may allow choice between limited, often predetermined options, or canvas opinion, but participants have few or no opportunities to propose alternatives, or to take part in putting plans into action. Participants have a voice, but no power to ensure their voice has influence.

Providers must move beyond consultation to achieve active and genuine involvement with disabled people. This empowers and enables participants to create a vision of their own future and to become actively involved in making it happen. Participants establish a partnership to share decision-making, are given genuine opportunities and are actively engaged in exploring options, and shaping action and outcomes.

Approaches to disability equality

The Disability Rights Commission highlighted the social model of disability as being essential to the successful implementation of the DDA duties. The social model identifies that;

'The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'

This premise provides the basis for the school's commitment to implement the Disability Equality Duty by examining its policies, procedures and practices and making every effort to remove attitudinal, cultural, social and physical barriers. The Disability Equality Duty shifts the focus away from the individual, placing responsibility firmly on the shoulders of the institution to dismantle barriers before these have an impact on the individual

Further information can be found in DCSF guidance 'Implementing the Disability Discrimination Act in schools and early years settings' which may be downloaded from <http://www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda>

The duty to promote gender equality

The Sex Discrimination Act (1975) has been amended by the Equality Act 2006 to place a duty on all public authorities to promote gender equality.

The Gender Equality Duty has a general duty with two inter-related parts. It means that schools, in carrying out their functions, must give due regard to the need to:

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

The duty has been introduced in recognition of the need for a radical new approach to gender equality – one which places more responsibility with public bodies to think strategically about gender equality, rather than leaving it to individuals to challenge poor practice. As with race and disability equality, the gender equality duty applies in respect of all the school's functions including policy-making, teaching and learning, and employment. It also applies to people who use the services of the school who are not staff and learners, such as people who participate in family learning evening courses provided by the school

To support progress in delivering the general duty, there are a series of 'specific duties' for schools, to:

- prepare and publish a Gender Equality Scheme, showing how the school will meet the general and specific duties and setting out gender equality objectives.
- in formulating overall objectives, to consider the need to include objectives to address the causes of any gender pay gap in support of the Equal Pay Act (1970).
- gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services, including teaching and learning
- consult stakeholders (i.e. employees, students and others, including trade unions) and take account of relevant information in order to determine gender equality objectives.
- assess the impact of current and proposed policies and practices on gender equality.
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the Gender Equality Scheme every three years.

Transsexual / Transgender Staff and Students

As part of the Gender Equality Duty, public authorities are also required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training for people who intend to undergo, are undergoing or have undergone gender reassignment.

Transsexual people are people who identify their gender to be different from the gender assigned to them at birth. Sometimes known as gender dysphoria, this is a recognised medical condition. It is accompanied by a sense of discomfort with one's physical body and a wish to go through a process known as gender reassignment or transition. The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment

Other Equality Legislation

In addition to the duties to promote race, disability and gender equality, and the duty to promote community cohesion, schools are also covered by duties not to discriminate on the grounds of sexual orientation, age or religion and belief. These laws do not have positive duties to *promote* equality associated with them, but schools must ensure that through their policies and practices, they are not discriminating on any of these grounds. The regulations, for example, make it unlawful to

- discriminate directly or indirectly because of a person's actual or perceived sexual orientation, religion or belief, or because they associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults
- subject someone to harassment because of a person's actual or perceived sexual orientation, religion or belief, or because they associate with someone of a particular sexual orientation or religion or belief, including friends and parents / carers / responsible adults
- victimise someone because they have or intend to make an allegation of discrimination or harassment, or they have or intend to give evidence in relation to an allegation of discrimination or harassment

In relation to religion and belief regulations, there are certain and limited exceptions such as admissions, curriculum, collective worship and faith schools. For example, faith schools may give preference to young people who follow that particular faith. No school is allowed to deny someone education on the grounds of their race, sexual orientation, religion or belief or because they have a disability. However, schools are allowed to reject prospective students based on their age. Once they are above the national school leaving age, students are expected to go to college or other learning providers. Single sex schools are allowed to select pupils on the grounds of their gender.

Further information on the requirements of equality legislation for schools can be found at

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

<http://www.governornet.co.uk>

www.equalityhumanrights.com