

SCALBY SCHOOL

EQUALITIES SCHEME (Embodies: Accessibility Plan, Disability Equality Scheme, Gender Equality Scheme, Race Equality Policy)

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
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Equalities Scheme 2011 Redraft

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Content

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1.1 Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity as set out in the North Yorkshire County Council's Equality Policy Statement:

"We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified".

This Equality Scheme sets out how the school will:

- eliminate discrimination;

- eliminate harassment related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others.

This document provides, therefore, a scheme which embraces for our school a Race Equality Scheme, a Gender Equality Scheme, a Disability Equality Scheme and the school's Equality Policy. It is reviewed every three years and reported on annually.

This action plan embraces the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled students in the three areas required by the planning duties in the 1995 DDA act and now covered by the 2010 Equality act:

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

1.2 Equality Legislation

This scheme is cognisant of the fact that the national picture is changing and the DFE will publish new targets under the Equalities legislation in Spring 2012

'Raising standards and narrowing gaps are the central goals of the government's education policy'
Michael Gove, Secretary of State for Education, 8 November 2010.

*'Education reform is the great progressive cause of our times.
It is only through reforming education that we can allow every child the chance to take
their full and equal share in citizenship, shaping their own destiny, and becoming
masters of their own fate.'*

Michael Gove, Secretary of State for Education, November 2010.

'Throughout history, most individuals have been the victims of forces beyond their control. Where you were born, both geographically and in class terms, was overwhelmingly likely to dictate your future. Jobs were rarely a matter of choice and normally decreed by who your father was. Opportunities for women outside the home were restricted. Wealth governed access to cultural riches. Horizons were narrow, hopes limited, happiness a matter of time and chance. But education provides a route to liberation from these imposed constraints. Education allows individuals to choose a fulfilling job, to shape the society around them, to enrich their inner life. It allows us all to become authors of our own life stories.'

Michael Gove, Secretary of State for Education, November 2010

This equality scheme responds to the current equalities legislation including :

- Race Relations Act (RRA) 1976/2000

Which shows our statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007

Which shows our statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007 which sets out that is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit him/her as a student
- b) by refusing to accept an application to admit him/her as a student
- c) where he/she is a student of the establishment
- i) in the way in which it affords him/her access to any benefit, facility or service
- ii) by refusing him/her access to a benefit, facility or service
- iii) by excluding him/her from the establishment
- iv) by subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005

Which shows our statutory positive duty to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

- Equality Act 2010 – an umbrella act to encompass previous legislation

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- Progressive conditions considered to be a disability - There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded

- Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

2. What kind of a school are we?

2.1 School Vision and Values

Scalby School is an inclusive comprehensive school which reflects the community in which it resides. The school's vision and values statement reflect the school's 4 core beliefs:

- We are ambitious for all our students
- We are a learning Community
- We believe in leadership at all levels
- Education is more than examination results

This school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school has achieved the Inclusion Quality Mark at Level 4 and is aspiring to achieve Level 5.

OFSTED 2010 found that "The school sets highly challenging targets for all students. Equality of opportunity is promoted across the school, with no significant difference in attainment evident between groups of students." In 2010, Our CVA was 1061.5% reflecting the value we add to the most vulnerable learners. Our Self Evaluation at Summer 2011 finds the school "Outstanding" for equalities, rapidly narrowing the gaps between groups of learners.

Key structures to promote equalities

Praising stars - The Praising Stars system monitors all groups of learners every 6 weeks and ensures all staff know, and take responsibility for ensuring equalities.

SEND Register – The register monitors and plans intervention for every SEND student on a 6 weekly basis

HOD and LM Line Management systems – All middle leaders have a duty to promote equalities

2.2 Responsibilities

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas;

- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and students adhere to it;
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all students and staff to reach their full potential.

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body
- Termly monitoring for of equalities data in the school.

The Headteacher is responsible for:

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or students who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

People with specific responsibilities:

- The SEN Manager is responsible for maintaining and sharing with all the staff those vulnerable students and how their needs will be met;
- The Assistant Headteacher, Deep Learning, is responsible for ensuring the specific needs of staff members are addressed;
- The Assistant Headteacher Deep Support, is responsible for monitoring the response to reported incidents of a discriminatory nature; and is responsible for co-ordinating the Inclusion
 - The Deputy Headteacher Deep Experience, is responsible for ensuring students have access to an appropriate curriculum.
 - The Assistant Head teacher, Deep Leadership, is responsible for ensuring all students have appropriate access to educational visits.

Quality Mark equality impact assessment

All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

All students will:

- learn about and understand the school's Equality Scheme and be expected to behave in accordance with it;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports students who are experiencing discrimination;
- monitor progress through the Student Voice Leadership Team.

Visitors and contractors are responsible for complying with the school's Equality Scheme, non-compliance will be dealt with by the Headteacher.

3.1 Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students. However, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers.

This Scheme will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

3.2 Mechanisms for involvement

The following mechanisms will ensure the views of students inform the Equality Scheme and action plan:

- Student voice leadership Team;
- Annual focus groups of students representing different social identity backgrounds, ie, gender forum, disability forum;
- Individual interviews with students involved in incidents of a discriminatory nature;
- Individual interviews with students experiencing reasonable adjustments;

The following mechanisms will ensure the views of staff inform the Equality Scheme and action plan:

- Regular meetings with union representatives;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

The following mechanisms will ensure the views of parents and the community inform the Equality Scheme and action plan:

- Feedback through the Governing Body meetings;
- Feedback through the Parents' Forum meetings;
- Feedback from adults using the school beyond the school day;

4 Making it happen

4.1 The equalities group will evaluate the success of the plan following the publication of results in January. The reviewed plan will then be reviewed for the following year in late.

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;

4.2 Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and on the school website

4.3 Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. If you would like this information in another language or format such as Braille, large print or audio, please ask us

Disability Policy

We believe that being disabled is a social issue and that an impairment causes an individual to be disabled because of the social, attitudinal and environmental barriers faced. We will focus upon removing those barriers.

Purpose of The Disability Equality Scheme

- To actively promote Equality of Opportunity for current and prospective members of the school community;
- To show the involvement of disabled people in the decisions we have made;
- To identify the barriers faced by disabled members of the school community and take action to remove the barriers;
- To value the diversity of all members of the School Community;
- To identify the needs of disabled people;
- To surpass our legal duties;
- To explain how we will make things fairer for disabled people;
- To provide Information about our actions and training arrangements;
- To work in partnership with other disability organisations to reduce prejudice and ignorance;
- To work towards encouraging a culture where people feel safe to declare their disability.

Responsibilities

- To eliminate Unlawful Discrimination;
- To eliminate Disability related Harrassment;
- To promote Equality of Opportunity for all disabled persons;
- To take steps to take account of a person's disabilities even where that involves treating disabled persons more favourably than other persons;
- To promote positive Attitudes towards disabled persons.

Priorities

- To increase the levels of information provided to disabled members of the school community;
- To increase accessibility to the school site for all;
- To ensure equality of opportunity for all members of the school community;
- To promote equality and remove disadvantage.

Legal Context

The policy is based upon the requirements of the following legislation

- The Equalities Act 2010
- The Disability Discrimination Act (DDA) 1995;
- The Special Educational Needs and Disability Act 2001;
- The Children Act 2004.

Responsibility for the Disability Equality Scheme

- The Governing Body ;
- The Headteacher is responsible for actioning the scheme;
- All members of the school must be involved for the effective implementation of the policy.

Training

We are committed to providing the appropriate training to all staff and students in order to increase understanding in order to remove the barriers faced by those with disabilities.

a) Appropriate training will be provided on a proactive basis as well as in response to the specific needs of individual students

b) Training will also be provided in relation to staff needs

Employment

Scalby School is committed to providing employment equality. Disability or impairment will never be considered with regards to suitability for employment.

Equal Opportunities

Scalby School is committed in policy and practice to equality of opportunity, in the knowledge that schools have a powerful influence, but can sometimes reflect and aid discrimination and stereotyping, either openly or subtly.

This statement offers ways of changing professional practice where needed. We acknowledge the positive contribution already made in an attempt to eliminate unfairness, but realise that all members of the school's community share a responsibility for recognising that unfairness still exists. If necessary we shall all examine aspects of our own behaviour and practices and make changes in order to eliminate unfairness.

We recognise that all staff have a management responsibility for bringing about change and have a vital role to play in making Scalby School a fairer place to learn and work. We know that while gender equality needs to be examined separately it cannot be seen in isolation from all other forms of unfairness.

We aim to include "equality of provision for all and a rejection of discrimination of any grounds". The recognition that ethnic prejudice threatens human development and that racism is an unmitigated evil of society underpins our policy. We are opposed to all forms of ethnic oppression and are committed to principles of human equality and dignity.

We are committed to promoting tolerance and empathy and to combating ethnic injustice, and to working towards the eradication of all forms of racism and racial prejudice.

Our policy is based on recognition of the multi-racial world in which we live and the interdependence of individuals, groups and nations. We value our students and staff and are keen to promote and demonstrate equal opportunities in training and personal development.

Implementation

The curriculum should reflect:

- the need to teach through world examples;
- the benefits of cultural diversity;
- the full recognition of linguistic diversity;
- the full recognition and acceptance of cultural and religious differences;
- the elimination of any form of disadvantage resulting from cultural or religious differences;
- the elimination of all forms of ethnic prejudice and discrimination.

Ethos

Our whole school aims of providing an inclusive, caring and supportive environment for learning will be reflected in action with reference to this policy in the following ways.

- **Documentation and Communication**

All documentation and communication will stress equality and the similarities of experiences, abilities and problems rather than differences between gender and ethnicity. Images of different cultures and those of different genders will be equally represented.

- **Student Lists**

All student lists should be in alphabetical order without gender discrimination. Mixed activities shall be offered as the norm where appropriate. All students can expect staff to make every effort to pronounce their name correctly.

- **Seating Arrangements**

Seating arrangements in classrooms shall be such as to allow girls and boys, and disabled students, equal access to equipment, teacher attention and written guidance or visual aids. English as an Additional Language (EAL) students will receive differentiated instructions wherever possible.

- **Tasks around School**

All students regardless of ethnicity or gender shall participate equally in the various tasks around school, e.g. making refreshments at parents' evenings, escorting visitors around school, etc. All students regardless of gender, ethnicity or disability will be represented in promotional material for the school.

- **Visitors**

Visitors to the school who work with students should include a balance of positive role models from a wide and diverse representation of society. They should be informed of the school's policy and practices (particularly if they are to speak publicly to the school).

- **Staff Assemblies**

Female and male staff should be equally represented in conducting assemblies and supervising the arrival and dismissal of students.

- **Assembly**

Assembly contents should celebrate the similarities of experiences as well as the different interests and experiences of gender ethnicity and disability.

- **Sanctions and Referrals**

Staff shall ensure that they apply sanctions and referral policy equally to all students regardless of gender, ethnicity or disability.

- **IAG**

Staff shall ensure that equal time and opportunity for IAG is given to all students regardless of ethnicity, gender or disability.

- **Meetings**

Composition of staff at meetings shall reflect a balance of gender. Individual conduct at meetings shall reflect an awareness and sensitivity to the existence of the differences in power differentials, particularly between male/female staff. All members of the meetings shall have equal access to time to express their opinions and receive equal value and recognition for their contribution.

- **Monitoring and Reporting**

Time and opportunity shall be provided regularly for monitoring and reporting to the Governing Body and reviewing the effectiveness of the Equal Opportunity Policy.

- Environment

A safe and supportive environment shall be created throughout school which positively encourages students/staff to disclose incidents of gender behaviour/harassment

Classroom strategies

All teaching staff must be aware of the role they play in creating an atmosphere (physical and verbal) and grouping students to encourage those from different backgrounds to work together.

Resources

Resources must be carefully monitored to reflect and represent the full range of cultures within society. Racism and sexist material should not be used (except as examples of racism and sexism).

Ethos

Displays from all curriculum areas, publications, exhibitions, extra-curricular activities and notices should actively promote the positive value of our multi-ethnic society.

Managing incidents of a racist nature.

There will be automatic rejection of racist name-calling or taunting based on ethnicity or religion.

Monitoring and review

The Headteacher will be responsible to the Governing Body for promoting, monitoring and maintaining the implementation of this policy. Members of the Senior Leadership Team will be responsible to the Governing Body through the Headteacher for promoting, monitoring and maintaining this policy with the curriculum/guidance support and care systems within the areas of their assigned responsibilities. Staff with curricular responsibility will be directly responsible to the Headteacher through the Senior Leadership Team links for promoting, monitoring and maintaining the implementation of this policy.

Accessibility Audit 2011 Accessible Schools: Planning to increase access to schools for disabled pupils
DFE guidance 2002

From Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Identifying Barriers to Access: A Checklist	Yes	No
Section 1: How does your school deliver the curriculum		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		No – not systematically
Are your classrooms optimally organised for disabled pupils?		No – not systematically
Do lessons provide opportunities for all pupils to achieve?	Yes	
Are lessons responsive to pupil diversity?		No – not systematically

Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	Not certain about extra curricular activities
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		No
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		No
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		No
Do you provide access to computer technology appropriate for students with disabilities?		No
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		No
Are there high expectations of all pupils?	Yes	
Do staff seek to remove all barriers to learning and participation?	Yes	Within the training they have received
Section 2: Is your school designed to meet the needs of all pupils?		
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	Yes	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		No
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		No
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No
Could any of the décor or signage be considered to be confusing or	?	

disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?	Yes	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		No
Is furniture and equipment selected, adjusted and located appropriately?	Yes – some evidence	
Section 3: How does your school deliver materials in other formats?		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		No
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		No
Do you have the facilities such as ICT to produce written information in different formats?	Yes	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		No

EDUCATIONAL INCLUSION STATEMENT – North Yorkshire County Council

Promoting inclusive education is a key strategic aim of North Yorkshire County Council and the Education Service.

1. This Statement sets out what we mean by ‘inclusion’.

Inclusion is concerned with the identification and removal of barriers to the presence, participation and achievement of all children and young people. However, we also believe that there needs to be an additional emphasis placed on groups of learners that may be at risk of underachievement, exclusion or marginalisation.

2. For inclusion to move forwards successfully, we need to engage all of those involved with the education of all children and young people both in terms of what can be achieved now and through the continuous development of our long-term strategies.

‘Presence’, is concerned with where all children and young people are educated, and whether they attend regularly and arrive punctually. In line with government policy, we believe that learners should receive their education, wherever possible, in a mainstream setting. If, for whatever reason, this is not practicable, they should receive their education as close to their home as possible. Every effort should also be made to enable learners attending specialist provision to maintain social links with their neighbourhood peers and have access to appropriate mainstream experience.

‘Participation’ is concerned with the quality of learners’ educational experiences, and the extent to which they feel that they ‘belong’. We believe that all learners have a right to experience success in learning and, as a result, become self-confident and develop a strong sense of self-worth. All children, and their parents, have a right to express their views about educational matters that affect them. We have a responsibility to listen to, and learn from, those views.

‘Achievement’ is concerned with learning outcomes across the whole curriculum. It is concerned with what learners learn both inside and outside the classroom, how they learn and the progress they make. Achievement, therefore, includes academic attainment, but is a much broader concept and cannot be measured by tests alone. Finally, we believe that promoting inclusion is a ‘whole-service’ issue. This Statement, therefore, has implications for everything that the Local Authority, its schools and Early Years providers does, and everybody working in the Service has a contribution to make.

We are committed to evaluating our progress towards becoming more inclusive and we will do this with reference to this Statement. In particular, we will collect information that relates directly to the ‘presence’, ‘participation’ and ‘achievement’ of all children and young people with an emphasis on those learners who we believe may be at risk of under-achievement and not fulfilling themselves.

1. the Local Authority, schools and Early Years providers.

2. for example: children with special educational needs, girls, boys, minority ethnic and faith groups, Travellers, asylum seekers, refugees, gifted and talented pupils, children in public care, young carers, pregnant schoolgirls, sick children, pupils at risk of disaffection or exclusion, children from families under stress, teenage mother