



## SINGLE EQUALITY SCHEME Spring 2015

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

### Introduction

This Single Equality Scheme for St John the Evangelist Church of England Primary School brings together action plans for Race, Gender and Disability equality, thus meeting the school's statutory duties in these areas. It also goes beyond these three streams and begins to consider how the school develops its approach to equalities and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

The scheme also highlights how the school works with and listens to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

### The School

St John the Evangelist Church of England Primary School is set within the seaside town of Clevedon. The local population is predominantly white Caucasian. The school is committed to the achievement of the actions set out within this document and to ensuring that equality and diversity are central to our work. We have had valuable informal positive feedback concerning our performance and the satisfaction levels amongst our stakeholders. However, we now need to actively identify areas to improve our current work on a continuous basis. This document sets out our key objectives and the actions we intend to take to achieve these.

### Our Equalities Objectives

In order to ensure that equality and diversity are embedded in the School Improvement Plan, the scheme is organised into two main areas

1. Learning and curriculum
2. Educational environment

with specific actions for equalities identified under each theme in the relevant action plans.

### National Context for Diversity

As well as delivering on its commitment to promote equality across all the six strands of diversity- age, disability, faith and belief, gender, race and sexual orientation, the school has a duty to comply with a large and complex suite of equality legislation. As such, the Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements including:-

**The Education and Inspections Act 2006-** establishes a new strategic role for Local authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a

duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration;

**Disability Discrimination Acts (DDA)** - give disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property. They require public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.

**Equality Act 2006** – establishes a single Commission for Equality and Human Rights (CEHR) from October 2007, and a duty on public authorities to promote equality of opportunity between men and women (the 'gender duty'). It also makes discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provides powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.

**Employment Equality (Religion or Belief)/(Sexual Orientation)**

Regulations 2003 – outlaw discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.

**Civil Partnership Act 2004** ensures same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, as well as having next of kin rights, thus overcoming a number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where they are requested. A couple who have not registered their partnership but have lived together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.

**Equalities Review**, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office: Investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities

1. Provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
2. Made practical recommendations on key policy priorities for: the government and public sector; employers and trade unions; civic society and the voluntary sector to which the Stockton Council is now developing its response
3. Informed both the modernisation of equality legislation, towards a single equality act; and the development of the new commission for equality and human rights.

**Gender Recognition Act 2004** - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.

**Human Rights Act 1998** - The act applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamental in maintaining a fair and civilised society.

**Race Relations (Amendment) Act 2000** amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the

Commission for Racial Equality (CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

## **The Gender, Race and Disability Equality Duties**

These duties impose broad obligations on public authorities, including schools, to:

1. Eliminate discrimination and harassment;
2. Have due regard to the promotion of equality and opportunity between persons and other persons;
3. Promote positive attitudes;
4. Encourage participation by minority and under-served groups in public life;
5. Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others.
6. Conduct impact assessments, and draw up relevant schemes (and publicise them).

The three duties are broadly similar in their approach and aims, however in order to ensure the school is compliant with all, they are detailed below:

## **The Race Equality Duty**

### **What is Race?**

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

### **What is the Race Equality Duty?**

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

**The General Duty** as set out in section 71(1) of the Act, requires a school in carrying out its functions to have due regard to the need to:

1. Eliminate unlawful discrimination
2. Promote equality of opportunity
3. Promote good relations between different racial groups.

**The Specific Duties** are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001 which states that schools should develop a race equality scheme which highlights:

1. Those of its functions and policies, or proposed policies, which it has assessed as relevant to its
2. performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements
3. for:
4. assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
5. Monitoring its policies for any adverse impact on the promotion of race equality
6. Publishing the results of its assessments, consultation and monitoring, providing public access to information
7. Training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

### **The key issues for our school**

1. The population in the local area is mainly white Caucasian
2. The school community need to have a clear understanding of the multi-cultural world in which they live
3. Any other issues arising from the consultation will also be included

### **The impact we have already had on race equality in our school**

1. Our inclusive Christian ethos ensures that everyone is treated equally and able to express their thoughts and opinions knowing they will be listened to and valued

2. Any incidents of racial harassment are dealt with and reported immediately using LA guidelines
3. Only 3 incidents have been recorded from 2008 – 2011

## The Disability Equality Duty

### What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as

1. the ability to move around
2. manual dexterity
3. physical co-ordination
4. continence
5. the ability to lift, carry or move ordinary objects
6. speech, hearing or eyesight
7. memory, or ability to concentrate, learn or understand
8. ability to recognise physical danger

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act. There are two approaches to disability commonly used, the Medical Model and the Social Model.

### Medical Model

The “medical model” is a traditional model of disability focused on the individual and their particular physical difficulties which prevents them from undertaking everyday activities which non-disabled people take for granted. The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the diagram below.



### Social Model

The “social model” focuses on the social environment and how it causes some people to be disabled. As a result if the organisation of society e.g. stairs to access buildings, lead to disability then it is these things which must be changed. The disabling forces at work where the 'social model' is applied can be seen below:



The school fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

## **Disability Equality Duty**

There are two duties which apply to schools

The **General Duty** requires the school to:

1. Promote equality of opportunity between disabled persons and other persons
2. Eliminate discrimination that is unlawful under the Act
3. Eliminate harassment of disabled persons that is related to their disabilities
4. Promote positive attitudes towards disabled persons
5. Encourage participation by disabled persons in public life; and
6. Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This general duty provides a framework for the school to carry out our functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties.
- Involve disabled people in the development of the scheme which outlines:
  1. The way in which disabled people have been involved
  2. The school's methods for impact assessment
  3. Steps which the authority will take towards achieving the general duty
  4. The school's arrangements for gathering information in relation to employment, education and service delivery
  5. Deliver the scheme within three years, unless it is unreasonable and impractical to do so

## **The key issues for our school**

1. The school population includes some parents/carers and pupils who are disabled
2. Any other issues arising from the consultation will also be included

## **The impact we have already had on disability equality in our School**

1. The school site and building are accessible by all (except two group work areas on the first floor)
2. Existing DDA scheme and policy developed following consultation with disabled parents/carers and action points noted and included in action plan (comments from parents/carers included – 'very useful policy', 'good policy, very fair and comprehensive')
3. Disabled pupils and parents always enabled to fully participate in all school activities eg. Concerts, services at church, fundraising activities, visits to classrooms etc.
4. Links established with club for carers for a pupil
5. Staff trained to support disabled pupils
6. Staff trained to work alongside disabled parents when they work as volunteers in the classroom
7. Emergency evacuation procedures include disabled parents/carers and pupils
8. 2 designated disabled parking bays in staff car park
9. Microphones for use in hall
10. All new building work takes into account sight impairment and any other DDA requirements

## **The Gender Equality Duty**

### **What is Gender?**

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed

and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender residents.

### **What is the Gender Equality Duty**

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975, in a similar vein to Race and Disability legislation, it contains both a general and specific duty:

**The General Duty** on all authorities is when carrying out their functions, to have due regard to the need to:

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

**The Specific Duties** are as follows:

1. to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives,
2. in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender salary gap,
3. to gather and use information on how the public authority's policies and practices affect gender equality in the workplace and in the delivery of services,
4. to consult stakeholders and take account of relevant information in order to determine its gender equality objectives,
5. to assess the impact of its current and proposed policies and practices on gender equality,
6. to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so,
7. to report against the scheme every year and review the scheme at least every three years.

### **The key issues for our school**

- Any issues arising from the consultation will also be included

### **The impact we have already had on gender equality in our School**

1. The school ensures that differences between the attainment and achievement of boys and girls is closely monitored and any identified trends are addressed
2. Any incidents of gender/sexual harassment are dealt with and reported immediately using LA guidelines
3. No incidents have been recorded from 2011-2015
4. Role models promote gender equality
5. Staffing includes male and female teachers, lunchtime supervisors, cleaners, playworkers and senior staff
6. Pupils are selected for activities on ability and with due regard to gender 'stereotyping' in order to ensure equal opportunity

### **Age, Faith & Belief and Sexual Orientation**

"Strong and Prosperous Communities" the recent Local Government White Paper has recognised the importance of community cohesion and valuing all residents to improving quality of life. This is coupled with the ongoing Discrimination Law Review which is considering the introduction of a single public sector equality duty, thus creating a more streamlined equalities structure. Also, the ongoing equalities review has recently reported and identifies the core priorities for local authorities and their partners in terms of promoting equalities. This will enshrine all aspects of equalities into the work of public authorities. The school is committed to improving its services and the quality of life for all stakeholders regardless of their race, gender or disability but also their age, faith and sexual orientation.

Further information on age, faith and sexual orientation is given below.

### **Age**

The Employment Equality (Age) Regulations 2006 came into force on 1<sup>st</sup> October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as

harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

1. ban age discrimination in terms of recruitment, promotion and training.
2. ban unjustified retirement ages of below 65.
3. remove the current age limit for unfair dismissal and redundancy rights.

They also introduced:

4. A right for employees to request working beyond retirement age and a duty on employers to consider that request.
5. A new requirement for employers to give at least six months notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

The school is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

## **Faith & Belief**

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

## **Sexual Orientation**

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce.

In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although figures are not clear as no national census has requested data on sexual orientation. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian and bisexual people in the development of services provided by the school.

## **How We Have Developed the Scheme**

This scheme has been developed collaboratively and is the result of working with all stakeholders.

This scheme has brought together previous separate schemes on DDA, Racial Equality, Gender Equality, Racial and Homophobic Harassment and Equal Opportunities. Having used data from these to compile the new Single Equality Scheme this was presented to a working party of stakeholders for consultation. Changes were then made and the final document presented to the Full Governing Body for their approval. The Action Plan is included as part of the annual School Improvement Plan.

## **Equality Impact Assessments**

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all 6 equality and diversity strands (race, religion, disability, age, gender and sexual orientation) and will identify both good practice as well as areas where our

performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to both new policies and existing policies and functions on an agreed programme.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Head Teacher will:**

1. ensure that staff and parents are informed about the Single Equality Scheme
2. ensure that the scheme is implemented effectively
3. manage any day to day issues arising from the policy whether for pupils or for the school as an employee
4. ensure staff have access to training which helps to implement the scheme
5. liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
6. monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy
7. ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the policy
8. provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

### **The Governing Body will:**

1. establish that the action plans arising from the policy are part of the SDP
2. support the head teacher in implementing any actions necessary
3. inform and consult with parents about the scheme
4. evaluate and review this scheme every four years

### **The Senior Leadership Team will:**

1. have general responsibility for supporting other staff in implementing this scheme
2. provide a lead in the dissemination of information relating to the scheme
3. identify good quality resources and CPD opportunities to support the scheme
4. with the Head teacher, provide advice/support in dealing with any incidents/issues
5. assist in implementing reviews of this scheme as detailed in the SDP

### **Parents/Carers will:**

1. have access to the scheme
2. be encouraged to support the scheme
3. have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
4. have the right to be informed of any incident related to this scheme which could directly affect their child

### **School Staff will:**

1. accept that this is a whole school issue and support the Single Equality Scheme
2. be aware of the Single Equality Scheme and how it relates to them
3. make known any queries or training requirements

### **Pupils will:**

1. be made aware of any relevant part of the scheme, appropriate to age and ability
2. be expected to act in accordance with any relevant part of the scheme

## **Monitoring and review**

This scheme will be monitored by the governing body and reviewed by them on a four yearly basis or more frequently if required by changes in the law or on advice from the relevant advisory bodies.

**Signed:**

**Date:**

## **Action Plans**

The following Action Plans identify specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

The actions have all been integrated into the School Development Plan and progress against the plan will be reported to governors as part of the Head teachers report.

## Race Equality Action Plan 2015- 2019

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Monitoring Comments</b>
<b>Learning and curriculum</b>	In order to maximise pupils knowledge of the multicultural world in which they live - ensure all Bases have regular and meaningful contact with their link school (Owls – UK; Kites – Nigeria; Hawks – France; Eagles – Wells, UK)	Curriculum Manager	Dec 2012	
<b>Educational environment</b>	In order to maximise positive role models for the whole school community encourage applications from other races for Friends Committee, Governors, staff vacancies	Head teacher and School Business Manager	Ongoing	
	In order to maximise positive role models for the whole school community ensure inclusion of other races in all sport promotional material (eg. Julian Goody), especially for the Paralympic/Olympic Games and related activities	All staff	Dec 2012	

## Disability Equality Action Plan 2011 - 2015

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Monitoring Comments</b>
<b>Learning and curriculum</b>	In order to maximise pupils knowledge of the abilities of disabled athletes ensure they are included as part of the curriculum developed to celebrate the Paralympics/Olympic Games	SLT	Dec 2012	
<b>Educational environment</b>	In order to maximise positive role models for the whole school community ensure inclusion of disabled participants in all promotional material for Paralympics/Olympic Games and related activities	All staff	Dec 2012	
	Introduce staff training in signing	Ben Fowler	Dec 2013	
	Ramp to Explorers Challenge	School Business Manager	July 2014	
	Outside furniture to allow wheelchair access within seating	School Business Manager	July 2014	
	Levers to water fountains to be operated up or down	School Business Manager	July 2014	
	Set up audio link for information on school website (newsletter, calendar etc.)	School Business Manager	July 2014	
	Advertise to whole school community availability of special seating for services, concerts etc.	School Business Manager	July 2012	
	In order to maximise positive role models for the whole school community encourage applications from disabled people for Friends Committee, Governors, staff vacancies	Head teacher and School Business Manager	Ongoing	

## Gender Equality Action Plan 2011 - 2015

	<b>Key Actions</b>	<b>Responsibility</b>	<b>Target date</b>	<b>Monitoring Comments</b>
Learning and curriculum	PE/sport ensure equal emphasis is given to promoting girls/boys teams	Curriculum Manager	July 2013	
	Ensure citizenship curriculum includes reference to no discrimination between male/female jobs but that requirements for some jobs may appear to lend themselves more to one gender eg. Physical strength, intimate interventions	Curriculum Manager	July 2013	
Educational environment	Sport displays (particularly in relation to the Paralympics/Olympics) – ensure balance of male/female taking part in a variety of sport and include non-stereotypical images eg. Female footballers, male synchronised swimmers.	School Business Manager	Dec 2012	