



Medstead C of E Primary School Single Equality Plan

2010-2012

February 2010

Equality Plan 2010-12

Contents	Page
Section 1. The Equality Plan Policy Outline	2
Section 2. Disability Equality Scheme	10
Section 3. Gender Equality Scheme	16
Section 4. Race Equality Policy	25
Section 5. Equality Action Plans	34

1. The Equality Plan - Policy Outline

Introduction

- 1.1 The Equality Plan sets out this school's approach to promoting equality and diversity. The Plan responds to the statutory duties relating to disability, gender and race equality which require the publication of disability, gender equality schemes and a race equality policy. While this Plan meets these legislative requirements, the school has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination. The school has had its Equal Opportunities Policy in place for a number of years. It includes the school's Race Equality Policy. These documents will now be included in this plan.
- 1.3 This Plan sets out:
- background information about the area and the school;
 - the school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
 - specific sections on race equality, disability equality, and gender equality; and
 - action plans incorporating overall equality targets across the three areas, including targets relating specifically to each of the three areas.

The Legislation

- 1.4 A wide range of equality legislation is in place which places duties on public bodies, including schools, to promote equality and tackle discrimination. Race equality duties result from the Race Relations (Amendment) Act 2000. Schools are required to produce Disability and Gender Equality Schemes. This results from specific duties schools must follow outlined in the Disability Discrimination Act 2005 and the Equality Act 2006 respectively and the accompanying regulations. More detail about the legislation is included in the particular sections on disability, gender and race.
- 1.5 There is a range of other equality legislation which places duties upon the schools to which they must adhere but there is, as yet, no specific requirement to publish schemes or policies in these areas. The school has, however, included allusions to some of these other areas within its equality and diversity policy and will be working to integrate fully its approach to promoting equality in the areas of age, religion or belief and sexual orientation into this plan in the future if required.
- 1.6 Any requirements resulting from the duty to promote community cohesion as described in the Education and Inspections Act 2006 will also be incorporated into the plan. (See Appendix 1 and 2)

1.7 The Equality Plan sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy and action plan which summarises the school's approach to equality across the whole school community.

2. The School Context - What sort of school are we?

- Medstead Primary School is situated in a semi-rural location in East Hampshire near the market town of Alton
- The school has a Resourced Provision for Deaf and Hearing Impaired Pupils
- The majority of staff and pupils are of white British origin
- 95% of staff are female and 42 % of pupils are girls
- The majority of pupils come from professional owner occupied households.
- Attainment levels of all groups of pupils are good and in some cases outstanding.
- The majority of pupils are of Christian religion and have English as their first language.
- Pupil mobility is low.
- There are no travellers, refugees and asylum seekers on roll at the time of writing.

3. Equality - aims and values

3.1 The purpose of the Equality Plan at Medstead Primary School is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan apply to all members of the school community - pupils, staff, governors, parents and community members.

3.2 It is based on the following core values as expressed our vision statement.

At Medstead C of E Primary School we are aiming to provide a creative learning environment, where everyone takes responsibility for their own learning.

The leadership of the school is leading the staff team forward in ensuring that all pupils make good progress; and that teaching and learning is good and often outstanding.

The school community values creativity, opportunities for learning in the environment, the inclusion of all pupils, and creative use of ICT to ensure that children attending the school receive a challenging and exciting educational experience. The importance placed on these aspects is also recognised as making our school unique.

The personal development and well being of children and adults is held in high regard; the leadership of the school recognises that this must sit

alongside a rigorous drive for high standards, and reflect the school's Christian character.

The school is working to fully develop its partnerships with parents and the wider community to ensure there is a strong home-school learning agreement, to fully reflect the school motto "Together we learn".

4. Our approach to promoting equality

- 4.1 The overall objective of the school's Equality Plan is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.
- 4.2 This school is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society
- 4.3 The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

5. Leadership, Management and Governance

- 5.1 The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.
- 5.2 While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.
- 5.3 The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.
- 5.4 The governing body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike

5.5 The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

6. Policy planning, implementation and review

6.1 The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

6.2 All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

6.3 All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

6.4 As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

6.5 Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

7. Staffing: Recruitment and staff development

7.1 The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

7.2 The school routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

7.3 Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. New staff are familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.

7.4 Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

8. Personal development and pastoral care

- 8.1 The pastoral care in the school takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.
- 8.2 The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.
- 8.3 Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.
- 8.4 Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.
- 8.5 The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

9. Learning and Teaching

- 9.1 All pupils have access to the mainstream curriculum in accordance with DCSF guidelines.
- 9.2 Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- 9.3 Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators.
- 9.4 Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- 9.5 Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 9.6 Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

10. School Curriculum

- 10.1 Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- 10.2 The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.
- 10.3 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- 10.4 The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- 10.5 Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The school will give due regard to parental preferences and concerns.
- 10.6 Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

11. Admissions attendance, behaviour, discipline and exclusion

- 11.1 The admissions process is monitored by the LA using a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.
- 11.2 Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms of which notice is taken and acted on as necessary.
- 11.3 The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.
- 11.4 Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.

There are strategies to reintegrate excluded pupils, which address the needs of all pupils.

- 11.5 Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.
- 11.6 Appropriate provision is made for leave of absence for religious observance for pupils and staff.

12. Attainment, progress and assessment

- 12.1 Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.
- 12.2 The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.
- 12.3 Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.
- 12.4 Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

13. Partnership with parents and the community

- 13.1 The school endeavours to provide information material for parents in accessible, user-friendly language and formats and the school will endeavour to provide information in community languages, and alternative formats when requested.
- 13.2 Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue.
- 13.3 All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to address any inconsistencies.

- 13.4 When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- 13.5 The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- 13.6 The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.
- 13.7 The school recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

14. Measuring Progress

- 14.1 Progress on this Equality Plan will be reviewed on a regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and their accompanying action plans each have a statutory timetable for publication. This may mean that sections of this plan will be reviewed at different times.
- 14.2 The school uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties, such as regular surveys and forums for key stakeholders.
- 14.3 The school has received some external recognition of its work on promoting equality and diversity, for example in its last OFSTED report (2007).

15. Future Strategic Priorities

- 15.1 While the school has achieved a great deal, it acknowledges that there is always more that can be done to promote equality. It will use the Equality Plan to help drive its work forward.
- 15.2 The school recognises that it has finite resources and will be unable to achieve all the desired changes at once. The duties under the various acts are proportionate in that the weight given to equality should be proportionate to its relevance to a particular function. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential has been found to exist and promoting an inclusive environment are areas where particular attention, therefore, might be focussed.

15.3 Through its auditing process and the development of this plan, including taking account of the views of those consulted during this process, the school governing body have identified a range of equality and diversity priorities for action over the three years of the Plan. (See appendix 1 and 2)

16. Disability Equality Scheme

16.1 What do we understand by “disability”?

“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.)

This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

16.2 Some disability organisations recommend that all pupils with SEN statements and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to pupils with long-term impairments, which have a significant impact on their day-to-day activities. Staff and governors do, therefore, need to consider carefully self or parent/carers definitions that seek to categorise pupils as ‘disabled’ under the Act.

17. The General Duty - (Disability Equality Duty)

17.1 The Disability Discrimination Act 2005 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

18. The Specific Duties

18.1 The Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 require maintained schools to produce and publish a Disability Equality Scheme, demonstrating how they are meeting the requirements of the Disability Discrimination Act 2005, to implement certain aspects of the Scheme and to report on it. In summary:

- a school should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties
- a school should involve disabled people in the development of the Scheme

The Scheme should include a statement of:

- the way in which disabled people have been involved in the development of the Scheme
- steps which the school will take towards fulfilling its general duty (the ‘action plan’)
- the school’s arrangements for gathering information in relation its delivery of education and its functions
- the school’s arrangements for gathering information in relation to employment
- the school’s methods for impact assessment
- the school’s arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes
- a school must, within three years of the Scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- a school must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

19. How we will meet the General Duty

19 Involvement of disabled people in developing this scheme:

The school will use information collected in relation to disabled pupil progress and inclusion and disabled people’s use of and views about its activities to judge how well it is performing in meeting the needs of disabled people, particularly as part of wider impact assessments, and in identifying any further action required to improve disability equality.

19.2 Disabled pupils, staff, parents and disabled members of the community who may use school facilities are involved in developing the scheme through questionnaires and forums.

19.3 Disabled people are also involved in developing the action plan, monitoring how the school carries out its duties and monitoring the progress of the action plan.

19.4 School records show all students with SEN and/or a disability and any actions taken to involve pupils and the outcomes that have been achieved e.g. results of questionnaires, feedback from individual pupils and parents/carers etc.

19.8 Action plans with definitive timescales are required as pupils, parents, staff and others will need to know what will happen, how and when.

20. Developing a voice for disabled pupils, staff and parents/carers

20.1 The school follows good practice for including pupils and parents/carers in review meetings, transition planning, etc. The school encourages disabled pupils, staff and parents/carers to participate in public life. Involvement in the development and monitoring of both the scheme and the action plan is a good example of this.

21. The governing body

21.1 Governing body proceedings are accessible to all. There are clear links between parents and the governing body with no vacant parent governor places on the governing body at the time of writing. The governing body shares its contribution to the life of the school through a governor newsletter. The governing body consults with parents/carers through the parent forum. The school encourages disabled parents/carers/community members to become governors.

22. Removing barriers

22.1 This school recognises the range of barriers and discrimination faced by people who have disabilities and also recognises that sometimes we may have to do that bit extra to tackle these barriers. We recognise also the need to keep including disabled pupils, parents and staff by asking them what they want on an ongoing basis. We will endeavour to:

- a. Remove physical barriers
- b. Widen access to the curriculum
- c. Improve access to information (communications)

22.2 Making the school more accessible for disabled people is covered in the **School Disability Accessibility Plan**.

22.3 The school recognises that the duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

23. Disability in the curriculum - learning and teaching and the wider school curriculum

23.1 The school develops positive attitudes to disability through the curriculum and the resources used to deliver the curriculum as reflected in its Teaching and Learning Policy.

24. Eliminating harassment and bullying

24.1 The school has an anti-bullying policy. This states that discrimination, bullying, or harassment of disabled children and adults will be dealt with. The school ensures there is robust monitoring that includes equality indicators.

25. Our approach to making reasonable adjustments

25.1 The school has a flexible and inclusive approach which allows for reasonable adjustments to be made to its provision as necessary and measures their effectiveness e.g. teaching and learning breaks, lunchtime, after school clubs and trips, out of school activities.

26. School facility lettings

26.1 The school monitors use by the community and parents/carers etc (e.g. more disabled parking if necessary).

27. Contractors and procurement

27.1 Contractors used by the school are approved by the Local Authority who have their own equality schemes.

28. Information, performance and evidence

28.1 A wide range of data is already collected related to special educational needs and some related to pupils with other disabilities. The legal definition of a disability, however, is wider than that used for special educational needs and there is therefore a need to expand the coverage of the data collected.

28.2 Pupil achievement for disabled groups is monitored as a matter of course and reported to governors and challenged as necessary.

28.3 All learning opportunities are available to disabled young people. The school accesses multi-agencies to help ensure this and has become part of a local special specialist school partnership to enhance this provision.

28.4 The governing body reviews admissions, transitions and exclusions with disabled pupils in mind.

28.5 The school adopts county policies to ensure appropriate employment, promotion and training of disabled staff.

28.6 The local authority already collects a wide range of information about the effects of its employment policies and practices. Mechanisms used to gather information include:

recruitment monitoring
workforce personal data audits
employee surveys
employees with disabilities group.

28.7 In relation to employment the local authority has collected and published, together with analysis, in the Directorate of Children's Services Annual Review of Equality and Diversity, data on recruitment (at application, shortlisting and appointment stages) and the make up of the workforce broken down by grade type indicators showing those who have indicated that they have a disability. Best value performance indicators on equality are also being used to monitor progress and make comparisons with other authorities.

28.8 Race relations legislation requires a wide range of employment data to be published. This is already done for school staff. It includes:

(a) the numbers of -

- employees in post, and
- applicants for employment, training and promotion, from each group;

(b) the numbers of employees from each group who -

- receive training;
- benefit or suffer detriment as a result of its performance assessment procedures;
- are involved in grievance procedures;
- are the subject of disciplinary procedures; or
- cease employment with the Council

28.9 The local authority gathers and publishes data related to disability.

28.10 The local authority will use the information it gathers about employment to establish a baseline in areas where it does not already collect this information and trends where information already exists. This information will be analysed on a regular basis and performance indicators will be used to compare the Local Authority's position with other local authorities.

29. Impact assessments

29.1 At each annual review the school will identify from its strategic planning policies to be developed during the year, whether they are relevant to promoting equality and whether, therefore, an equality impact assessment needs to be undertaken.

- 29.2 The school has undertaken an initial screening of its services and policies for relevance to promoting disability equality and uses this to assist in the identification of priorities for undertaking impact assessments.
- 29.3 This school is aware of and will utilise the local authority's guide for its staff on how to carry out equality impact assessments. This considers all aspects of equality together but can be applied specifically to assessing the impact of policies or services on disabled people if this is the particular area of concern. The school's general approach, however, will be to look at all relevant aspects of equality together to avoid duplication.
- 29.4 Staff developing new policies recognise the need to consider their impact on promoting equality. All reports to governors will include a paragraph on 'equality impact' where report authors are required to include details of the likely impact of the report's proposals on equality issues.
- 30. Reviewing and monitoring**
The governing body review this scheme in accordance with the Governors Management Plan.
- 31. Review date**
See Management Plan.
- 32. Staff responsible for developing this plan**
- 32.1 The Headteacher
32.2 SENCo / ToD
32.3 SEN / HI Link Governor
- 33. Disability Equality Scheme - Action Plan (Appendix 1)**

34. Gender Equality Scheme

34.1 Introduction

35. The General Duty (Gender Equality Duty)

35.1 The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment (and)
- to promote equality of opportunity between females and males.

This is known as the 'general duty' and is effective from 6th April 2007.

35.2 Due regard comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

35.3 As part of the duty, public authorities are 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.

35.4 For the purposes of the above legislation maintained schools are classed as public authorities

36. The specific duties

36.1 To support progress in delivering the general duty, there is also a series of 'specific duties'. Those specific duties include the following activities:

- To prepare and publish a gender equality scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- To consult stakeholders (i.e. pupils, parents, employees, others service users or potential service users, including trade unions) and take account of relevant information in order to determine its gender equality objectives.

- To assess the impact of its current and proposed policies and practices on gender equality.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

36.2 The school accepts that these duties set out a framework to assist it in planning, delivering and evaluating action to meet the general duty and to report on those activities. At the heart of this framework is the Gender Equality Scheme. This scheme sets out our means of meeting the elements of the general duty.

36.3 The school recognises that the duties apply to all public authorities whatever their size, but the way in which they are implemented needs to be appropriate to the size of the authority and the breadth of its functions.

37. How we will meet the General Duty

37.1 Consultation - Developing a voices for pupils, staff, parents/carers and others

37.2 The specific duties require schools to consult stakeholders when preparing a scheme. This school has consulted pupils, staff, service users and others who appear to the school to have an interest in the way it carries out its functions.

37.3 In addition, the scheme itself includes an outline of the actions which the school intends to take or has taken in order to consult further. By consulting stakeholders we have been able to build up a better picture of the most important gender issues in our work. We have gathered evidence which we have used in determining priorities and in the gender impact assessment process. We have received feedback on our initial draft objectives. Through this process the school community has developed greater ownership and understanding of the gender equality objectives associated with this institution. We use this exercise to improve accountability to service users, staff and the general public.

37.4 The extent of consultation has been appropriate to the size, remit and resources of the school. We have, wherever possible adapted our existing processes of consultation for this purpose. For this purpose, however, we have concentrated our efforts on consulting on gender equality. Girls, boys, women and men have been consulted and as we have had to ensure that the consultation process gave adequate attention to issues of gender equality we have structured questions in such a way as to bring out any potential differences in views between females and males or between groups of girls and boys or women and men. We have considered it important, also, that

people of both sexes have been enabled to participate fully in a consultation process, in order that we gained a comprehensive understanding of their concerns.

37.5 Where one sex has been under-represented or disadvantaged in a particular area we may, if necessary, make special efforts to encourage participation. There may also be particular barriers to participation where a minority group has experienced multiple disadvantages, for example, on the grounds of ethnicity and sexual orientation. We may wish to consult such groups in a single-sex or group-specific environment.

37.6 We recognise that it has been recommended that consultation on employment issues with the transsexual community is conducted separately, although individuals in all groups are also actively encouraged to participate in mainstream consultation processes.

38. Gender Equality Priorities - Objectives

38.1 The specific duties require schools to ensure that their schemes set out overall objectives that they have identified for meeting the duty.

38.2 The school will ensure that appropriate weight is given to the three elements of the duty. In determining priorities, therefore, we have reviewed questions of harassment, discrimination and the promotion of gender equality across education, employment, other service provision, public functions and all other functions.

38.3 Although, in many instances, we do not set our own pay systems we recognise that the governing body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within the school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

38.4 The objectives selected as our priorities for action, in consultation with service users and employees, and taking into account all relevant information are detailed in the action plan in appendix 2.

39 Caring Responsibilities and Gender Segregation

39.1 This schools endeavours to gather evidence on the impact of caring responsibilities on our workforce and our pupils. Based upon that evidence and on consultation with employees and trade unions/professional associations (union reps) as necessary, we consider whether it is appropriate to set objectives to address any relevant issues.

39.2 We also collect evidence on the extent of occupational segregation in our workforce. Based on that evidence and on consultation with employees and trade unions/professional associations as necessary we have consider whether it is appropriate to set objectives to address it.

39.3 We are reviewing which issues are relevant to any gender pay gap in our organisation by:

- monitoring where women and men work
- what hours they work and at what grade.

This will map any segregation by seniority and by types of work and will alert us to the possible impact of caring responsibilities. We are developing appropriate monitoring procedures to ascertain the extent of caring responsibilities experienced by our pupils and staff and whether this is for children or for older people.

40. Gender impact assessment

40.1 This scheme sets out the actions that will be taken or have been taken to assess the impact of school policies and practices, or their likely impact, on gender equality. 'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

40.2 The purpose of an impact assessment is twofold:

- to ensure that neither sex is disadvantaged by the school's decisions and activities
- to identify where the school can promote equality of opportunity between boys and girls and men and women.

40.3 At each annual review the school will identify from its strategic plans which policies are to be developed during the coming year, whether they are relevant to promoting gender equality and whether therefore a gender equality impact assessment needs to be undertaken.

40.4 The school has undertaken an initial screening of its services and policies for relevance to promoting gender equality and uses this to assist in the identification of priorities for undertaking impact assessments. An initial programme of equality impact assessments of existing policies is included in the action plan and programmes will be developed for subsequent years.

40.5 The school considers all aspects of equality together but at times may specifically assess the gender equality impact of policies or activities on girls, boys, men and women if this is the particular area of concern. The school's general approach, however, will be to look at all relevant aspects of equality together to avoid duplication of procedures.

40.6 New policies, while they are being developed, will therefore need to consider their impact on promoting gender equality. Reports to governors should include a paragraph on 'equality impact' where report authors are required to report on details of the likely impact of the report's proposals on different groups, including gender groups.

40.7 Gender impact assessment is not an end in itself, but is merely the process which the school will go through in order to identify gender issues and act on the gender equality duty. As well as being a legal requirement for maintained schools under the specific duties in the regulations, gender impact assessment is also a useful technique for the implementation of the gender duty overall, because it allows the school to assess the relevance of gender equality to each of its functions.

40.8 Not all policies and practices will be equally relevant to gender equality. This school intends to undertake impact assessment as a two-stage process, prioritising through initial 'screening' in order to identify the most relevant policies and practices to gender equality. They will be subjected to more detailed scrutiny.

40.9 Impact assessment should fit into a flexible process. The key to the effectiveness of the process is good information and staff in relevant posts with the skills to be able to analyse the implications for gender equality.

40.10 The initial equality screening process includes:

- identifying the aims of the policy or practice
- considering the evidence - based on existing knowledge and data about whether the policy or practice is likely to have a differential impact on girls or boys or women and men? (This school will not cite absence of data as a justification for assuming there has been no differential impact)
- deciding whether to take remedial action based on available evidence, or to proceed to a full impact assessment.

40.11 The school will develop criteria for screening and for proceeding to full impact assessment. Core questions will include:

- Is the policy or practice a major one in terms of size and significance for the school's activities?
- Is there any indication that, although the particular policy or practice is minor, it may have a major impact on gender equality? This is not necessarily a question of the numbers of people affected but of the seriousness of the potential impact, whether negative or positive.

40.12 Additional useful screening questions we might use include:

- *Is there any evidence that boys and girls or women and men have different needs, experiences, concerns or priorities in relation to the issues addressed by the policy or practice?*
- *Is there evidence that particular gender groups have particular needs etc. in relation to this policy or practice?*

- *Of those affected by the policy or practice, what proportion are male and what proportion are female?*
- *If more females (or males) are likely to be affected by the policy or practice, is that appropriate and consistent with its objective?*
- *Where the policy or practice is intended to achieve a particular outcome, what is the evidence on the likely outcomes for boys, girls, women and men?*
- *Could the policy or practice unintentionally disadvantage people of one sex or the other or, for employment functions, could it disadvantage transsexual women and men? It is essential to consider not just the intended consequences of the policy or practice but also any unintended consequences and barriers that might prevent it being effective for one sex or the other.*
- *Consulting stakeholders will be used to help determine criteria for proceeding to a full impact assessment and in conducting the full process.*

40.14 Staff recognise that when decisions are being made on whether to amend a policy or practice to prevent unlawful discrimination or promote equality of opportunity, a policy or practice may have a differential gender impact but that in itself may not be enough to require amendment. The test of whether action needs to be taken is whether there is an adverse impact on one sex, and how serious that adverse impact may be.

40.15 In order to ensure the effectiveness of our impact assessment process for providing due regard to gender equality we will review the process when revising our scheme every three years, and will do this on a more regular basis if appropriate, particularly in the early stages. It is particularly important that we can demonstrate that the system is leading to changes in the way in which policies and practices are developed. Publishing this information is expected to build the confidence of all stakeholders in the robustness of the school's approach to gender equality.

41. Implementing the scheme

41.1 This school will, within a three year period, implement the actions for gathering and using information and the objectives in its scheme.

41.2 It is important, however, that we consider other solutions where it is not reasonable or practicable to carry out a particular part of the scheme. We recognise that once barriers to equality have been identified, we will need to address them, considering alternative methods of overcoming them if those proposed originally are not practicable or reasonable.

42. Gender in the curriculum - learning and teaching and the wider school curriculum

42.1 Below are some examples of how gender equality is being promoted through the school curriculum.

- Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources will take account of gender equality.
- Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary.
- Gender issues and sexism may also be raised through assemblies, PSHE and circle time.

43. Eliminating harassment and bullying and discrimination

43.1 *The school monitors harassment and bullying incidents by gender and any incidents will be scrutinized for discrimination. Such incidents will therefore, be logged, analysed and actions taken to address any issues resulting from this process in accordance with the school's anti-bullying policy. Ensure it is clear about how gender related and homophobic discrimination, bullying and harassment will be dealt with. Ensure, in particular, there is robust monitoring that includes equality indicators. Some schools may consider keeping a gender incident log to monitor sexist language and behaviour. Pupil incidents are recorded in behaviour diaries on red pages and staff incidents as part of the school grievance policy.*

44. School facility lettings

44.1 The school will endeavour to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally.

45. Contractors and procurement

45.1 Procurement is the process by which a public authority (school) enters into a contract with an external contractor to carry out works or provide goods or services.

45.2 School governors are aware that the gender equality duty applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself and that where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the public authority which contracts out the function. In view of this we recognise the need to build relevant gender equality considerations into the procurement process. We will do our best to ensure that relevant staff have appropriate training so that they fully understand the provisions of the legislation.

- 45.3 We will use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory gender equality duty.
- 45.4 We will seek to ascertain the relevance of gender equality issues to specific procurement contracts.

46. Information, performance and evidence

- 46.1 A wide range of data is already collected detailing the gender profile of pupils and staff. Pupil gender data is analysed comprehensively with regard to attainment. There are, however, other analyses that may not have previously been scrutinised. In fulfilling the Gender Equality Duty we will be seeking to analyse this data for its wider implications. The local authority does collect gender profile details of staff and, where appropriate, the school will use this data to help it to redress any apparent inconsistencies highlighted.
- 46.2 Gender effects on pupil achievement is considered by staff and monitored by governors.
- 46.3 All learning opportunities are available to pupils of both sexes.
- 46.4 Transitions, exclusions are monitored according to gender to identify any over-representation of any one group.
- 46.5 Gender equality is considered when employing, promoting and training staff.
- 46.6 The local authority also collects a wide range of information about the effects of its employment policies and practices. Mechanisms used to gather information include:
recruitment monitoring
workforce personal data audits
employee surveys
employees with disabilities group.
- 46.7 Race relations legislation requires a wide range of employment data to be published. Some of this is already done for school staff including:
(a) the numbers of -
- employees in post, and
 - applicants for employment, training and promotion, from each group;

- (b) the numbers of employees from each group who -
- receive training;
 - benefit or suffer detriment as a result of its performance assessment procedures;
 - are involved in grievance procedures;
 - are the subject of disciplinary procedures; or
 - cease employment with the Council

The local authority publishes this data by gender profile as appropriate.

47. Reviewing and monitoring

47.1 The governing body review this scheme in accordance with the Governors Management Plan.

48. Review date

48.1 See Management Plan

49. Staff responsible for developing this plan

49.1 The Headteacher

49.2 PSHE Leader

49.3 PSHE Link Governor

49.4 Gender Equality Scheme - Action Plan (Appendix 2)

50. Race Equality Policy

51. Aims and Values

51.1 The school is a friendly and inclusive school that welcomes people from all ethnic backgrounds. We recognise the benefits of multiculturalism. We view ethnic and cultural diversity as enriching the community and wider society. School staff strive to promote this view. The school welcomes its duty of care towards pupils and staff so they may develop their abilities and feel comfortable in themselves and respected by others within the school community.

51.2 The school actively opposes all forms of racism. Anti-racism is not confined to a series of events but it is recognised as a long term process of change that requires the full commitment of the school community and involves consultation, reviewing, strategic planning and evaluation. Staff at this school are aware of racism and are expected to challenge it whenever it occurs.

52. Race Equality - some definitions

52.1 **Racism** is a viewpoint denying the equal worth and right to dignity of people from differing racial backgrounds. Racism promotes the false view that some racial groups are inherently superior to others and supports discriminatory behaviours based on this premise.

52.2 **Race equality** is a moral and social goal of equal value and equal opportunities for people of all ethnic backgrounds. It ensures that people of all ethnic backgrounds have equal access to rights, services and opportunities. Race equality helps to build inclusiveness. The school recognises the need to recognise ethnic and cultural differences in order to remove the disadvantages that affect some people because of their ethnicity.

52.3 An **ethnic/racial group** is a group of people defined by reference to their colour, race, nationality or ethnic or national origins.

52.4 **Direct Racial discrimination** occurs when someone is treated less favourably because of their ethnic/racial background.

52.5 **Indirect racial discrimination** occurs when a condition or requirement applies equally to people of all racial groups, but many fewer people of a particular group are able to comply with it.

52.6 **Racial harassment** is a general term covering a wide range of unacceptable, and often unlawful, behaviour which includes, threatening, abusive or insulting words or behaviour. It may constitute persistent racial abuse and further aggravating behaviour but there are other subtler forms of harassment that can be equally distressing and that create an intimidating and unpleasant atmosphere in the school including,

- racist ‘jokes’, banter, insults, taunts, abusive jibes, literature (paper and electronic) and graffiti;
- excluding people from conversations or shunning people because of their race, colour, nationality or ethnic background;
- making racist insinuations;
- being condescending or deprecating about the way people dress or speak
- picking on people

52.7 Racial harassment is unwanted conduct of a racial nature or other conduct based on race affecting the dignity of people in school. Racial harassment is often extremely unpleasant for those who are its victims. Living in a state of permanent anxiety can destroy people’s self-confidence, their powers of concentration, their health, their peace of mind, and their trust in other people in school. Racial harassment has damaging consequences for the school as a whole. It creates divisions and poisons the atmosphere for everyone.

52.8 Racial harassment may be deliberate and conscious but it can also be unintentional with perpetrators oblivious to victims’ feelings and sensitivities. Absence of malign intention may be accepted as an explanation for the behaviour but it cannot absolve perpetrators of responsibility or consequences for it.

52.9 **Racial stereotyping** means generalising about a racial group in ways that deny the individuality of members of the racial group and lead to a simplistic and distorted understanding and image of members of that race. This is a form of racism in that it discredits the racial group by reducing it to a limited number of, often exaggerated, characteristics.

53. Our objectives - race equality and good relations

53.1 This school will work with all stakeholders, pupils, parents, staff, the local community, the local authority, contractors and service providers to promote race equality and good race relations. We will work to ensure that pupils and staff understand the importance of promoting race equality for the dignity of people and the well-being of the school and the whole community.

54. Race equality - other policies

54.1 It is essential that race equality underpins all our policies. The different circumstances and differing needs that may affect individuals because of their racial background need to be taken into account to avoid the risk of bad practice and the possibility of racial discrimination through ignorance. Those monitoring and reviewing school policies and those contributing to these processes for local authority policies must bear in mind the question: does this policy and this way of doing things guarantee the same level of service to the people affected irrespective of their racial background? If the answer is ‘no’, then measures must be taken to improve policy and practice.

55. Race Equality Strategy

55.1 Pupil attainment and progress - raising minority ethnic achievement

In response to national and local data indicating disparity between the relative performance of different racial groups this school will seek to minimise and eradicate this by:

- monitoring the progress of ethnic minority pupils against their previous attainment in SATs and other tests, and comparing this with the progress of other pupils in the same and other ethnic groups
- investigating the reasons for any disparities in the attainment of different racial groups in school and tackling them
- working with pupils and parents/carers to set challenging attainment targets
- making sure that teachers have access to performance data so that they can form appropriate expectations and targets for under achieving pupils
- identifying any areas of work or stages where pupils are not doing well, and setting targets for improvement
- providing guidance or mentoring for ethnic minority pupils at risk of underachieving, working in partnership with outside agencies when appropriate
- using displays, assemblies and other opportunities to provide good role models from different racial groups
- tackling stereotyping that links ethnic groups with particular occupations or lifestyles where they could undermine the desire to attain highly

55.2 Curriculum content

We believe pupil's attainment is highest if the curriculum is relevant, accessible and interesting. This means that the school will:

- endeavour to ensure that lessons and other activities draw on the backgrounds and experiences of all pupils and that they address ethnic minority issues and interests throughout the curriculum
- ensure that curriculum content informs pupils about world cultures and history and encourages understanding and respect for people of all races and cultures
- challenge prejudice and racism through curriculum content
- take active steps to ensure that resources used in all areas of the curriculum and elsewhere are inclusive and do not assume that the audience is mono-cultural
- not use curriculum materials uncritically that include racial stereotypes or undermine respect and understanding between people from diverse backgrounds
- promote positive images of ethnic minority people and celebrate their contribution to the United Kingdom
- ensure that pupils are equipped to identify, challenge and deal with racism, bias, prejudice and racial stereotyping

- work consistently to ensure that pupils have the understanding of and skills required to deal with this behaviour

56. Learning and teaching

56.1 Staff will seek to adopt teaching styles and methods appropriate to the needs of all pupils, including those from ethnic minority groups. They will therefore:

- where appropriate, adapt teaching styles to suit pupils' learning styles
- ensure that all staff know how to help pupils whose first language is not English to improve their communication skills in English
- make sure that all pupils have equal access to classroom and other school resources
- encourage pupils from different ethnic groups to work together, and take positive action to engender mutual respect and trust.
- where necessary use classroom observations to monitor relations between different ethnic groups and address any tensions or problems
- check all internal assessment tasks for cultural bias prior to use
- use assessment result to ascertain any specific learning, resource or support needs for ethnic minority pupils
- identify any bias found in teacher assessments or reporting on ethnic minority

58. Pastoral care and school ethos

58.1 This school values the contribution made to the community by all pupils from all ethnic backgrounds and wants them all to feel safe, valued, included and at peace in the school environment. The school will, therefore:

- foster cultural awareness and mutual understanding and respect between pupils and from different ethnic backgrounds
- expect all pupils to play their part in creating and sustaining a positive atmosphere of mutual respect, understanding and cooperation between pupils from different ethnic backgrounds
- ensure that all staff have an understanding of the culture and needs of ethnic minority pupils, their families and their communities
- expect all staff to help foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- train all staff on how to implement this policy, including how to challenge racism, discrimination and racial stereotyping effectively
- gather feedback from ethnic minority pupils, parents, and staff to identify any obstacles that prevent them from making the most of the opportunities provided by the school and take the actions necessary to remove them
- take into account pupils' dietary needs in the provision of canteen foods and in the planning of offsite educational activities

- ensure that the school dress policy takes account of the religious and cultural needs of all groups of pupils as necessary
- make sure, wherever possible, that displays of work and assemblies reflect the ethnic make up of the school community, promote cultural diversity and support increased understanding of the wider world
- where appropriate, use older ethnic minority pupils as role models for younger pupils
- remove racist graffiti at the earliest opportunity and take appropriate action against perpetrators if known
- ensure all staff are aware of, and use local authority guidance for reporting and recording racist incidents and complaints
- monitor staff effectiveness in dealing with racist incidents, racial harassment, prejudice and stereotyping
- provide full support for victims of racist incidents, harassment and bullying ensuring responses to all reported incidents are involve senior staff and staff with specialist knowledge in the area of race equality

59. Pupil attendance, behaviour discipline and exclusion

59.1 The school endeavours to make sure that pupils from all ethnic backgrounds attend regularly and conduct themselves responsibly. Where they do not the school aims to ensure that its disciplinary procedures are applied fairly and consistently, with understanding and sensitivity to pupils from all ethnic backgrounds. The school will, therefore:

- monitor attendance and absence rates by ethnic group
- investigate any disparity in such rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives
- take action to address any issues that affect, adversely, individual pupils or groups of pupils
- respect the right of pupils to be absent from school for the observance of religious festivals and follow local and national guidance with regard to the length and frequency of such absences
- ensure staff are trained in understanding the cultural differences in behaviour and be aware of them when interpreting disruptive behaviour
- monitor the use of rewards and sanctions by ethnic group to ensure they are used fairly and equally with pupils, irrespective of their ethnic background
- take proactive steps to prevent exclusion, including early targeting of those perceived to be at risk of exclusion and giving them the appropriate support to try to avoid potential serious indiscipline that may lead to exclusion
- monitor exclusion by ethnic group; investigate any disparity in the rates for different ethnic groups and address them in partnership with parents, specialist professionals and, where appropriate, ethnic minority community representatives

60. Measures designed to eradicate racism and racial harassment

60.1 All complaints of racist incidents, racial discrimination and racial harassment will be dealt with fairly, firmly and consistently

- all staff are expected to deal with incidents involving racism, (including prejudice and stereotyping), racial harassment and racist name-calling whenever they occur. It is important to understand that because of racism a particular dimension is added to everyday teaching and the management of pupils' behaviour. Staff must be alert in order to recognise a 'race dimension' on issues.
- endeavours will be made to ensure that from the earliest opportunity pupils are taught how to recognise racism, racial discrimination and racial harassment and that they are expected to report all such incidents to a member of staff who will instigate the agreed procedure to ensure that the matter is dealt with in an appropriate and timely manner and that adequate support is given to victims
- all racist incidents and complaints about racial discrimination and harassment against staff or pupils will be formally recorded, as will their resolution. Governors will be informed through the headteacher's reports and the local authority through the agreed process
- the effectiveness of actions to address racist incidents will be monitored and assessed
- information given to parents will state explicitly how the school deals with racist incidents

61. Staff recruitment and career development

61.1 This school ensures its recruitment and selection procedures are lawful, in line with national and local authority guidelines and follow best practice. We believe the following measures will enhance this policy:

- Governors and staff involved in recruitment will be mindful of the benefits of pupils' ethnic backgrounds being reflected in the ethnicities of staff, so that, if possible, pupils have positive role models in school.
- The headteacher and governors of the school will ensure that job advertisements and information about the school do not discourage applications from ethnic minority people because of the way in which posts at the school are described.
- Staff with responsibility for training and professional development will monitor that ethnic minority staff have equal access and involvement in training and development opportunities.

62. Communications

62.1 The school will endeavour to communicate this policy to the local community and in particular to those already involved with the school. It is expected that this policy will become part of the school's ethos and that anyone who feels that they are suffering or witnessing racism, racial harassment or racial discrimination will gain courage and confidence to raise the matter with school staff. To reinforce this:

- The school's procedures for dealing with racism, racial harassment and abuse will be conveyed clearly in staff training, briefings and the staff handbook.
- Pupils will be informed of the procedure at least annually in assemblies and through the pastoral support system.
- The school's stance on race equality will be stated explicitly in the school prospectus, information for job applicants and other publications as appropriate.
- This policy will be made available to anyone who requests it.
- Staff at this school will help ethnic minority parents/carers and parents/carers of ethnic minority children play an active part in helping to raise their child's performance.
- The school will endeavour to make sure that parents/carers who are not fluent in the English language have access to parental information sent out by the school.

63. Roles and responsibilities

63.1 Promoting race equality and challenging racism is a collective responsibility that cannot be left to a small number of concerned staff. As more staff show and encourage multicultural and inter-racial understanding and appreciation and as more staff are prepared always to intervene when racist remarks, discrimination or harassment occur, race equality will become more embedded in the school ethos. This will have benefits for everyone, but especially for all our pupils who are growing up to take their place in a multicultural, multi-ethnic society.

64. Policy breaches

64.1 This policy expects all pupils and staff to play their part in creating a positive atmosphere of mutual respect, understanding and cooperation between people from different ethnic groups. This is because everyone has a right to dignity within school and freedom from discrimination, abuse, harassment, prejudice or stereotyping. Racist behaviour makes people feel distressed and uncomfortable. It is important to note that it is not the victim alone who might judge an action or remark to be racist. If witnesses believe, with good cause, that a racist action or remark has occurred, they have an equal right to report the incident as they should not have to work or learn in an environment where racism is not tackled.

64.2 Where pupils are perpetrators, they will be subject to the schools disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the racist behaviour. Serious offences are likely to result in exclusion. They will also be required to work through tasks that will help them to consider the impact of their actions to help prevent re-offending. Their parents are likely to be informed and invited to the school to discuss the incident. Pupils who are victims and parents of victims will be kept fully

informed about the investigation process and supported through the school's pastoral support system.

64.3 Staff have a legal right to protection from racism, racial discrimination, harassment, prejudice, stereotyping or racist remarks at work. If a member of staff is accused of being the perpetrator the school's disciplinary procedures will come into operation. If a member of staff is the victim, the pupil perpetrator will be dealt with as described above. Persistent racist behaviour towards a member of staff will be dealt with severely. A visitor or parent/carer against whom a member of staff lodges a complaint of racist behaviour will be contacted by the headteacher and an apology sought with the assurance that the behaviour will not be repeated. Steps will be taken to ensure that the member of staff does not come into contact with the person against whom the complaint was lodged, unless by agreement. If the racist behaviour continues legal action will be taken to prevent the parent or visitor coming into school.

64.4 Where parents or visitors to the school are perpetrators, they will be asked to stop the racist behaviour immediately and the school's stance will be explained. If they do not they will be asked to leave the premises and police support will be summoned if necessary. If visitors are representing a company or an outside agency, the visitor's action will be reported to the company or agency. Where parents or visitors to the school are victims the school will apologise and seek to heal the damaged relations, dealing with pupil or staff perpetrators as described above. Where governors exhibit racist behaviour an apology will be sought. If the racist behaviour continues, or is repeated they will be asked to resign or will be removed from office by the procedures within the legal framework covering school governance.

64.5 In all cases racist behaviour should lead to an assurance that the behaviour will not be repeated, and reconciliation.

65. Policy monitoring, reporting and review

65.1 The school should be able to say how different curriculum areas and extra-curricular activities promote race equality and how it monitors the attendance, attainment and progress of pupils from different ethnic groups. The school should also be able to say how many racist incidents have occurred within a year and demonstrate consistency in how they have been handled and what the outcomes were. This monitoring information should be used to evaluate the policy and procedures at regular intervals, and recommend changes when something is not working well.

65.2 The policy will be reviewed annually by responsible staff. This will require scrutiny of pupil data, audits, and discussions with pupils, staff and parents/carers. A baseline of race equality indicators will need to be established in order to be able to assess the effectiveness of this policy in bringing improvements over time.

65.3 Improvements will be initiated as soon as feasible and a report on the effectiveness of the policy will be produced for staff and the school governing body. A report may be produced and shared with the local authority and partner agencies working with communities to promote racial equality.

66. Staff responsible for developing this plan

66.1 The Headteacher

66.2 Intercultural Education Leader

66.3 Intercultural Education Link Governor

Appendix 1 - Disability Equality Scheme - Action Plan

Aim 1: To eliminate discrimination against disabled people			
Outcome	Action	Responsible	Timeframe
1.1 Disabled groups consulted regularly to inform disability equality scheme and its revisions	Governing Body to specifically consult disabled groups, e.g Deaf and hearing Impaired pupils, parents and staff	CoG HI Gov	3 Yearly as minimum
	CoG to ensure SLT include key issues on SIP.	HT	Annually
1.2 Disability Equality Scheme and its revisions on school website.	ICT Manger to publish and update scheme on Website	ICT Manager	Following revisions to scheme
	Headteacher to direct school community to scheme through communications e.g school newsletter	HT	Following revisions to scheme
1.3 All plans, new and revised policies to include consideration of disability equality	Develop & communicate guidance for all leaders to undertake this action	HT	Annually
	Summarise activity annually in equality & diversity report to FGB	HT	Annually

1.4 Incidents of harassment or discrimination of disabled people is monitored and reported	Ensure systems for staff e.g. procedures to report disability related incidents	HT	Ongoing
	Accident and incident reporting system to record disability related incidents	Health & Safety Rep	Ongoing
1.5 Complaints system is accessible to disabled people	Complaints & compliments system able to record disability related concern.	HT	Ongoing
Aim 2: Provide services which help disabled people to reach their full potential			
Outcome	Action	Responsibility	Timeframe
2.1 All targeted and generic consultation takes into account the needs and aspirations of disabled people	All consultations monitor respondents to ensure participation of identified disable groups e.g HI parents and pupils	HT ToD	Ongoing
2.2 Personal development courses available for disabled people	Ensuring all training is accessible to disabled groups e.g. HI staff and that targeted training is provided as necessary.	HT ToD	Ongoing

<p>2.3 Children & young people have fair access to educational opportunities that meet their needs and enable them to reach their full potential</p> <p>Children and young people's needs are met to ensure they have equality of opportunity to reach their full potential educationally</p>	<p>Ensure disabled pupils have access to the full curriculum and wider school opportunities through the development of effective inclusion policies and practices.</p>	<p>ToD SENC_o</p>	<p>Ongoing.</p>
<p>Aim 3: Promote employment opportunities for disabled people within the School</p>			
<p>Outcome</p>	<p>Action</p>	<p>Responsibility</p>	<p>Timeframe</p>
<p>3.1 School regarded as providing good employment opportunities for disabled people.</p>	<p>Monitor current systems to ensure accessible recruitment and support for staff</p>	<p>Pers Gov HT</p>	<p>Annually</p>
	<p>Encourage feedback from current disabled staff</p>	<p>HT</p>	<p>As required</p>
<p>3.2 Staff display sound disability awareness</p>	<p>Staff required to develop an awareness of the school's equality scheme and participate in its formulation</p>	<p>HT</p>	<p>3 yearly as minimum and as required</p>

3.3 Disabled people are positively promoted	Continue to support local initiatives and work with partnerships that serve to promote disability equality	HT	Ongoing and reported at least annually to FGB
Aim 4: Take positive steps to break down barriers for disabled people			
Outcome	Action	Responsibility	Timeframe
4.1 Views of disabled people involved in development of this scheme are understood and acted upon	All feedback from consultation are analysed and shared with relevant parties	HT	Annually
4.2 Actions from DDA audit implemented to improve access to building	Continue to develop monitor accessibility working with disabled groups as key partners	HT Premises Gov	Annually and as required
	Ensure commitment to continued funding for physical access improvements	HT	Annually and as required

4.3 There is regular monitoring of the impact of the scheme	Ensure ongoing work with local disabled people and community groups as available	HT	Ongoing
	Set up external monitoring arrangements	CoG	Annually

Appendix 2 - Gender Equality Scheme - Action Plan

Aims: To promote equality of opportunity between men and women, boys and girls			
Outcome	Action	Responsible	Timeframe
1. Implementation of the actions described in this scheme	Agree roles and responsibilities for implementing the plan and identify specific actions	HT CoG	Annually
	Raise awareness of reviews of Gender Equality Scheme through staff briefings and communications with stakeholders	HT	3 yearly as minimum
2. Review of policies and procedures to incorporate the gender equality duty	Ensure leaders check current policies and procedures for gender equality compliance All future reviews to adequately measure impact on gender equality	HT	Ongoing
3. Removal of potential sources of pay inequality. Identification and removal of any gender pay gap which cannot be explained on grounds other than sex	Adoption of Equal Pay Policy from MoPP	FGB	Annual

4. Staff are clear about their roles & responsibilities in promoting gender equality	Update the existing equality & diversity induction training to reflect the duty to promote gender equality. All training courses to reflect the duty to promote gender equality. Management behaviours and competencies to incorporate the duty to promote equality.	HT Pers Gov	Annually and as required
5. Ensure support for staff on maternity leave and staff with caring responsibilities	Access and share guidance for managers to ensure effective management & support of maternity leave, paternity leave & caring leave Monitor effectiveness	HT Pers Gov	Ongoing
6. Flexible working arrangements are consistently applied	Review existing arrangements and explore potential for development and improvement	FGB HT	Annually
7. Staff have confidence that bullying and harassment procedures are robust and effective in dealing with gender issues	Review existing arrangements and revise as necessary Ensure integration into existing training programmes	HT	Annually and as required
8. Main employment policies and procedures with no gender bias, including towards transsexual staff	Review existing policies and procedures and revise as necessary, particularly those concerning discipline, grievance, redundancy and retirement	FGB	Annually

