

KING EDWARD VII

SCHOOL POLICY



SINGLE EQUALITY SCHEME

The Single Equality Scheme has been replaced by the School's Statement of Equality. However, the following document is still important as a reference point so remains in the Handbook

To be reviewed in academic year 2014/2015

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Equality Scheme

Appendix 1

1.

Introduction

King Edward VII School has developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006
- Equality Act (Religion or Belief) 2006
- Equality Act (Sexual Orientation) 2007

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Signature: Headteacher..... **Date**.....

Signature: Chair of Governors..... **Date**.....

2. **Legal framework**

This Equality Scheme and its Action Plans on race, disability, gender and sexual orientation have been developed to help us to meet our duties under the:

- Race Relations Act as amended 2000
- Disability Discrimination Act 2005
- Equality Act 2006

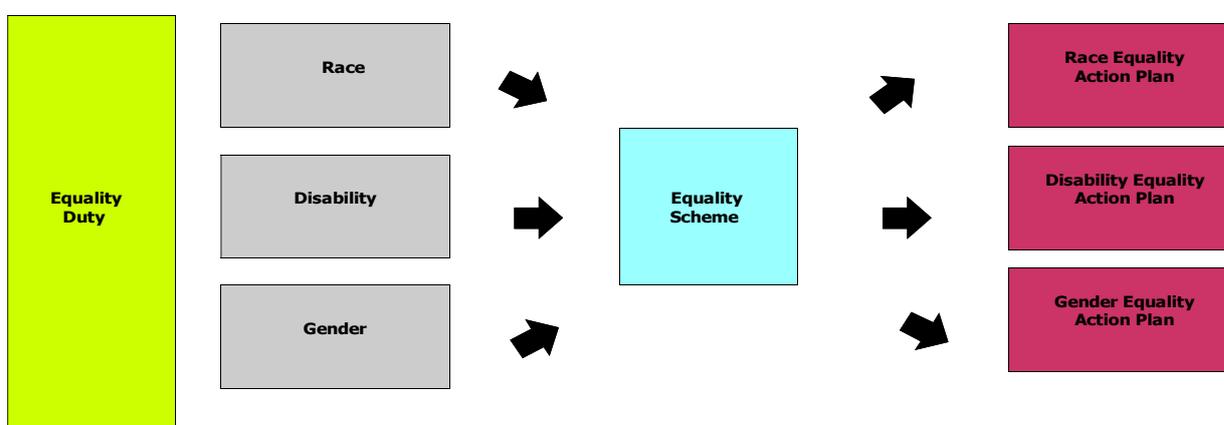
- Equality Act (Religion or Belief) 2006
- Equality Act (Sexual Orientation) 2007

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

Figure 1

How the Equality Duties fit together



3. Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for students, parents, staff and the wider community on both sites
- Address physical access issues at the Upper School site as part of the BSF Programme - see BSF Plan and the Annual School Improvement Plan 2008-09
- Ensure that the curriculum is accessible to all students; personalisation priority
- Ensure that the School's Attendance Policy is in line with guidance from DCSF and CYPD to ensure any attendance issues are addressed swiftly; identify a responsibility at KS3 and KS4 to specifically monitor attendance with the EWOs and Year Team Leaders
- Continue to use School data (e.g. performance data, IMD, racism, bullying, homophobic behaviour) to identify any underachieving individuals or groups and address the issues to secure progress and achievement
- Use CYPD and School data to analyse exclusions according to ethnicity, gender, age and disability and take action to address any issues; continue to develop and embed the National Strategies/ Exclusions Programme to reduce the number of fixed term exclusions
- Address any issues of stereotyping in careers advice and avoiding 'occupational segregation'; careers guidance through the curriculum will be a key strategy in this area
- Continue to ensure that bullying, and its impact, is high on the agenda in the School via PSHE, assemblies, the Anti-Bullying Policy, the work of pastoral staff and teams,

- Anti-Bullying Week, the Behaviour Management Group, student consultation etc.
- Continue to address workforce based equality issues through the review of roles and job descriptions and conforming to Human Resources Procedures on appointments, promotions and any necessary adjustments; reviewing the profile of the School's workforce on an annual basis for governors
- Strive to ensure the fair representation on the Governing Body that reflects the parent body and local community
- Continue to ensure that all members of staff have access to relevant and appropriate training opportunities

4. Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008.

The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, 'community' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.
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Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.
- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

The duties to promote race, disability and gender equality alongside community cohesion supports the actions identified in the School's Annual School Improvement Plan (and other documents cited in the ASIP 2008 – 2009) in the following ways:

- The curriculum is used to value and celebrate diversity and promote shared values. It is used as a vehicle to explore different cultures, languages, religions, beliefs, sexual orientation, disability and gender issues. Increasingly, students are being given opportunities to evaluate different areas of the curriculum (e.g. PSHE) and to make choices about what and how they would like to study e.g. Y7 Opening Minds, Y9 Challenges, diplomas, AQA Baccalaureate. A key priority for 2008-2009 is to audit the curriculum from the inclusion perspective.
- Attendance is monitored, rigorously, by Year Team Leaders, Pastoral Managers and the Educational Welfare Officers attached to the School. Attendance figures are monitored on a weekly basis by key staff and issues

are addressed promptly.

- Students' academic progress is monitored via well established systems – analysis of KS2 > KS3 > KS4 data; Fischer Family Trust predictions; termly progress reviews, statutory reports, RAISEonline, Curriculum and Year Reviews etc. – and any underachievement is addressed and monitored proactively.
- The School ranks equal 7th out of 27 secondary schools in the LA for fixed term exclusions 2007 – 2008. The School is aware of the fact that recent data (2006 – 2007) indicates that the figure for exclusions of BME students is disproportionately high in relation to (a) the total number of exclusions and (b) the number of BME students in the School. The School is working to reduce this figure via the work of the Inclusion for Learning Group, the National Strategies / EMAS Exclusions Programme and work with the Leadership Team and Pastoral Teams. Exclusions are also addressed through working with multi-agency working. Exclusions for BME show a downward trend during the last two terms.
- Any issues of bullying and attitudes towards violence are addressed through the School's planned approach to managing incidents and consistent use of established systems and strategies. Bullying incidents are investigated and logged after action has been taken. See ASIP, Racial Incidents and Harassment Monitoring Policy and other relevant documents.
- Access issues (physical, curricular, pastoral care and extra-curricular) will be addressed by following the requirements of the School's Accessibility Policy and Plan and by applying for additional funding to meet individual needs.
- The School will continue to work towards having a workforce that reflects the School community by following Human Resources Procedures for recruitment and to monitor the extent to which the workforce reflects the School and the communities it serves.
- The School will continue to engage with communities via extended services, the King Edward VII – Tapton families of schools and extended services (see Extended School Audit for 2008-09), the work of the Language College in relation to building community links / developing projects (see the Action Plan for the Language College), direct partnership activities with various community groups and providers e.g. South Yorkshire African-Caribbean Business and Training Centre and Pakistan Muslim Centre; PSHE and other subjects etc. King Edward VII School achieved Extended Schools Status in September 2007.
- Targeted projects and programmes – e.g. Black Pupils' Achievement Programme, Aim Higher and Widening Participation.
- Continuing Professional Development programmes and sessions.
- International Learning Week.

5. How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on race, disability and gender for our School set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan.

6. Leadership

All staff and Governors at the school are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head Teacher** is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- Producing regular information for staff and governors about the plans and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

7. Involvement

In developing our Scheme and Action Plans, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

- All members of staff were consulted and responses informed the drafting of the Scheme.
- Students across Key Stages were consulted via student focused discussion groups. Students with a disability were included in the focus groups.

8. Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of either pupils or our staff.

See the following policies for specific details on processes, procedures, monitoring and evaluation:

- Racial Incidents and Harassment Policy 2008
- Anti-Bullying Policy
- Behaviour Management Policy

The Governing Body has adopted the City Council's Code of Conduct and Policy for Harassment, Discrimination, Victimisation and Bullying in relation to staff.

9. Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently. Our approach to Equality Impact Assessment is listed in our Action Plan with specific reference to processes and outcomes.

10. Training

We provide equality training through:

- The Induction Programme for Newly Qualified Teachers and new staff – key policies and practices in the School
- Targeted sessions (twilights and INSET days) for staff
- Training sessions specific to the needs of individual / groups of students e.g. autism, attachment disorder, dyslexia, speech and language therapy sessions
- Targeted sessions linked to the needs of students with EAL
- Attending external courses and sharing/implementing key outcomes e.g. EMAS Conference

11. Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between pupils is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- Information relating to the profile of the School's workforce e.g. ethnic profile of the workforce
- The collection, collation and analysis of student performance data to enable the School to identify trends in relation to gender, ethnicity and disability and to target resources for intervention where it is needed.
- The School Census
- Exclusions data and analysis
- Reports of harassment and bullying of students and staff – logged via SIMS and the Racial Incidents Policy
- Information on the composition of the Governing Body
- Curriculum planning and audit documents e.g. ECM Curriculum Audit; Extended Schools – Language College: Community Links and Partnerships Audit

12. Procurement and Contractors

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and will make them aware of the School's expectations as regards adult / student relationships.

- The School will display an Equality Statement, prominently, in the reception areas on both sites
- The School will challenge any discriminatory behaviour by any contractors

13. Visitors to the School

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality and will make them aware of the School's expectations and policies as regards adult / student relationships.

- The School will display an Equality Statement, prominently, in the reception areas on both sites
- The School will inform parents that they can access a copy of the Single Equality Policy, and other relevant policies, via the School's website or request a paper copy from the Headteacher or Deputy Heads at the School

14. Publishing the Scheme

Our Scheme will be published in January 2009 and shared with the Governing Body in September 2009. A hard copy will be available, alongside other policies and schemes, in the School Offices at Upper School and Lower School. The Single Equality Scheme will also be available on the School's website. It will be made available in a variety of other formats as necessary.

15. Annual reporting

We will annually publish a report that will be available to all interested stakeholders. The Report will be published as an appendix to the Headteacher's Report to Governors summarising:

- Progress against the action plan
- The results of information gathering
- What action has been taken as a result of the information that has been gathered

16. Reviewing and Revising the Equality Scheme

We will review progress against the scheme every year and we will revise the scheme in three years time or in line with new legislative developments arising from a Single Equality Act.

Standard termly progress reports to the Governing Body (e.g. analysis of student performance data; anti-bullying statistics produced for CYPD etc.) will inform the Annual Review Report for Governors.

APPENDIX 1

KING EDWARD VI1 SCHOOL & LANGUAGE COLLEGE EQUALITY ACTION PLAN

Cross reference with SEF 2010 and Annual School Improvement Plan 2010/11

Introduction

This Action Plan sets out how King Edward VII School and Language College will work to:

- Promote racial equality in line with our duties under the Race Relations Act as amended 2000 and the procedure for reporting racist incidents involving students in school.
- Promote disability equality in line with our duties under the Disability Discrimination Act 2005 and our Accessibility Plan
- Promote gender equality in line with our duties under the Equality Act 2006
- Promote equality in relation to Sexual Orientation (2007)

Involvement of Disabled People

Ms L Gooden wrote the Action Plan and engaging disabled people in its formulation by involving them in a working group or a student focused discussion group based on the Equality Scheme. The outcomes of involving disabled people were to consider access issues in the new BSF Build at Upper School and to consider how students with a disability can best be supported to access the curriculum and opportunities available to them.

Ethnic Monitoring

The School has procedures in place to monitor the ethnicity of students. A questionnaire has been circulated to monitor the ethnicity of staff because this data is not routinely requested by the School. Applicants for posts are invited by CYPD to complete an Ethnic Minority Questionnaire. The ethnicity of the Governing Body will be monitored from September 2009.

RELEVANT DUTY	WHAT THE DUTY REQUIRES US TO DO	WHAT WILL HAPPEN	WHO WILL DO IT	HOW LONG WILL IT TAKE	OUTCOME
Race Equality	Promote and support the development of equality for all racial groups	Ensure the curriculum reflects the diverse student population	Curriculum Leaders	One academic year	Curriculum is reflective of students and students are engaged
		Ensure BME students are not disproportionately excluded from school	Leadership Team	12-18 months	Reduction in exclusions
		Racial Incidents Policy will be implemented rigorously.	Year Leaders, Pastoral Managers, All Staff, Leadership Team	Implementation started	Incidents (historically very low) will be rare or not occur
		Ensure careers information and guidance is aspirational for all students	T Tunbridge P Worrall	One academic year – implementation process started	Students provided with high quality guidance to make informed choices
	Monitor School Workforce profile by ethnicity	Monitoring profile Questionnaires used annually to monitor workforce profile	Business Manager	Annual Event Autumn Term (Sept-Oct)	Profile established and discussed. Action points agreed.
Disability Equality	Promote disability cohesion and equality	New BSF Build to have Disability Access at the	Huw Parker (Deputy Head)	Two years (Summer 2009 – 2011)	Access secured

		<p>forefront of planning:</p> <p>Physical Access</p> <p>Access to learning</p> <p>Access to information in an appropriate format</p> <p>Continue to develop positive attitudes towards disability (students, staff, community) via curriculum and school ethos</p>	<p>Lynda Ord (Learning Support Inclusion)</p> <p>All Staff & Students PSHE Curriculum Staff</p>	<p>Established – need to enhance. Sept 09 – July 10</p>	<p>Positive attitudes, Inclusive ethos enhanced</p>
Gender Equality	<p>Promote equality of opportunity for men and women; girls and boys</p>	<p>Monitor school workforce profile by gender and roles</p> <p>Provide support and opportunities for change and progression</p>	<p>Business Manager</p>	<p>Annual event – Autumn Term (Sept – Oct)</p>	<p>Profile established, discussed and action points agreed</p>
Race, Disability, Gender, Sexual Orientation	<p>Provide training to develop staff on racial, disability, gender and sexual orientation equality</p>	<p>A CPD programme will be planned and delivered</p>	<p>Sally Davies, Leadership Team and other key facilitators</p>	<p>Rolling programme over two years</p>	<p>Raised staff awareness and understanding</p> <p>Understanding of legislation and requirements</p>

L Gooden 2012