

# MallingHolmesdale

## MHF federation

**POLICY FOR**

**EQUALITY SCHEME**

**PERSON RESPONSIBLE**

**FED DIRECTOR OF INCLUSION**

**DATE REVISED**

**JANUARY 2011**

Date last reviewed by Governors  
Human Resources Committee

**MARCH 2011**

**This policy will be revised and become the Single Equality Scheme in April 2011**

The Malling Holmesdale Federation (MHF) recognises it has a duty to promote equality of opportunity for all students and staff, regardless of their sexual orientation, race, religion or disability.

## **Equality Statement**

The MHF commits to;

- Promoting equalities and eliminating discrimination, bullying and harassment
- Ensuring positive relations between different groups
- Promoting community cohesion
- Involvement of disabled people and consultation with all groups.

### **Introduction**

#### **Gender (sex)**

Duties under the Equality Action 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.
- There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff

The Governing body will revise and review the plan annually.

## **Disability**

Duties under Part 5A of the DDA 2005 require the governing body fulfil its duty part 5A of the DDA 2005 through:

- Ensuring promotion of equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school
- Preparation and publishing of a disability equality action plan to show how they will meet these duties.

The governing body meet the duties in part 4 of the DDA 1995 through the Schools Accessibility Plan to increase access to education for disabled pupils in 3 ways:

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

## **Race**

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- promote good relations between people of different racial groups

To meet this requirement the governing body has

- Produced a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.
- Provided assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- Ensure racist incidents are recorded and reported to the local authority on a regular basis.

## **Religion or Belief and Sexual orientation**

Duties under the Equality Action 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

.KCC statement on religion and belief is as follows (**Definition:** 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism). KCC aims to understand and value the cultural and religious beliefs of our staff and customers and ensure our services and employment opportunities are accessible to people with different faiths or religious beliefs

### **What does the duty mean for religion or belief equality?**

When carrying out their duties schools are required to have due regard of the need to:

- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

The Employment Equality Regulations 2003 currently offers protection

against discrimination on the grounds of religion or belief in the workplace. With the addition of the new powers granted by the Equality Act 2006, it will become unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in education

For more information on the main faiths and beliefs in Kent contact the Kent SACRE clerk

### **What does the duty mean for sexual orientation equality?**

When carrying out their duties schools are required to have due regard of the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 currently offers protection against discrimination on the grounds of sexual orientation in the workplace.

With the addition of new powers introduced by the Equality Act 2006, it will become unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in education.

## **1 Purpose of the Equality Scheme**

### **1.1 The purpose of the school's Equality scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents/carers , women, men and different racial groups within the school. In order to do this the school will**

- Establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents and carers .
- Elements of the duties are:
  1. Promote equality of opportunity between disabled and non-disabled people, women and men and between different racial groups.
  2. Eliminate discrimination and harassment on the grounds of disability, sex, race or ethnicity religion or belief.
  3. Promote positive attitudes towards disabled people.
  4. Encourage participation of disabled pupils, parents, staff and carers.
  5. Take positive action to meet disabled peoples' needs, even if this requires more favourable treatment.

### **1.2 The governing body will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.**

#### **Definition of disability**

The DDA defines a disabled person as someone who has:

'A physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.'

#### **Definition of the terms:**

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

**The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined below.**

**The effect on normal day-to-day activities is on one or more of the following:**

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **1.3 Gender issues to be considered;**

#### **The Every Child Matters (ECM) agenda**

The five outcomes set out in the ECM framework have significant gender dimensions as illustrated below:

- **being healthy** – making sport and exercise attractive to girls as well as boys
- **staying safe** – research suggests bullying by girls and boys takes different forms, with girls experiencing more sexual bullying and boys more homophobic bullying
- **enjoying and achieving** – research suggest boys are still behind girls in overall achievement but girls' educational achievement does not always lead into well-paid jobs
- **making a positive contribution** – children and young people need to develop positive relationships and choose not to bully and discriminate
- **achieving economic well-being** – research suggest that more girls need to have access to full information about the choices open to them.

### **1.4 Involvement of pupils, staff, parents/carers and other users of the school.**

The MHF will consider and plan to involve pupils, staff, parents/carers and other users of the school in relation to the race, disability and gender equality duty.

The school will continue to take into account the preferred means of communication for those with whom they are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an Additional language or are newly arrived in this country.

The school ensure that the involvement of a range of people, including those from minority ethnic groups, and hear a range of views to meet the disability, gender and race duties.

The views of the pupils, staff, parents/carers, and other users of the school will be used to set priorities.

## **1.5 Information gathering**

The collection of information is crucial to supporting The MHF in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents and carers. The information will also subsequently help the school to review its performance. Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help us identify which of the school's priorities have been achieved.

## **1.6 Information which shall be gathered**

- Education opportunities available to and achievement of disabled, female and male pupils and those from different ethnic groups.
- Identify disabled pupils, parents, carers, staff and other users of the school and act on information received
- Pupil attainment of boys and girls taking into account that certain groups of boys may do as well as girls and minority ethnic and English as an Additional Learners may face learning barriers effecting their attainment.
- Bullying and harassment on the grounds of gender, disability and race, including a focus on sexual orientation, age, faith and belief.

## **1.7 The Main Priorities; The MHF has used the following when deciding upon the main priorities;**

- Data collection and needs analysis
- Consultation with different groups in the school and school community.

## **1.8 The priorities identified are:**

- Induction of new students and staff
- Challenging race and gender stereotypes in subject choices and career advice
- Close monitoring of student progress by gender, ethnicity and disability.
- Health, sport and obesity differences between girls linked to girls reduced likelihood of taking part in physical education and sport compared to boys.
- Tackling bullying; sexual and sexist bullying of boys and girls; e.g. monitor and record racist bullying, sexist bullying, and preventative strategies.
- Employment and considering objectives to address the causes of any gender pay gap or differences between groups.
- Considering each absence request on its own merits for any staff member or student.

## **2 Making it happen**

### **2.1 Implementation**

The Scheme will be supported by individual action plans relating to disability, gender, and race equality and be incorporated into the MHF Improvement Plan where necessary, with oversight by the governing body so that progress can be checked, monitored, evaluated and consultation has taken place to ensure all parties involved and concerned take ownership of the scheme.

The Action plans will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for impact assessment and review.
- A schedule for publishing impact assessments.

## 2.2 Reviewing and revising the Equality Scheme

The governing body Human Resources Committee will review the scheme annually and any information gathered will be analysed and acted on by the appropriate responsible person.

## 2.3 Action Plans

A portfolio of Action Plans, with links identified between them, are appended These include;

- Disability Equality Action Plan
- Race Equality Action Plan
- Gender Equality Action Plan

## KEY LEGISLATION

Equality strand	Legislation
Age	Employment Equality (Age) Regulations 2006 Equality Act 2006
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999 Equality Act 2006
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000 Equality Act 2006 Duty to promote community cohesion
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006

## **Section Two**

# **Equality Scheme Actions Plan**

# **Contents**

**Race Equality Action Plan**

**Disability Equality Action Plan**

**Gender Equality Action Plan**

**Race Equality Action Plan**

	<b>Year 1 Actions 2010/11</b>	<b>Impact</b>	<b>Deadline</b>	<b>Lead officer</b>	<b>Indicator of achievement</b>	<b>Years 2 &amp; 3 Actions 2011</b>
<b>Priority outcome 1: Eliminate racial discrimination, promote equality of opportunity and good relations across different racial groups in school.</b>						
1.	Produce a written race equality policy.	<ul style="list-style-type: none"> <li>School identifies action to be taken to tackle discrimination and to promote equality and good race relations and community cohesion across the whole area of school activity.</li> </ul>	January 2011	Federation Director of Inclusion	Race Equality Policy published and linked to relevant school policies. E.g. attendance, school uniform, behaviour	Continue to monitor policies, procedures and practice for positive impact assessment.
2.	All new and existing policy, procedures and practices to undergo race equality impact assessment on pupils, staff and parents/carers, in particular the attainment levels of pupils from different racial groups.	<ul style="list-style-type: none"> <li>To enable the school to address the needs of diverse and vulnerable groups at risk of disadvantage, promote good relations and cohesion between diverse communities,</li> </ul>	As reviewed against their review date annually	Federation Director of Inclusion	Number of Indicators of achievement agreed to be completed within a 12-month period.	Continue to monitor policies, procedures and practices for adverse race impact  Regular analysis reports provided to the Governing Body including reports on racial incidents

	<b>Year 1 Actions 2010/11</b>	<b>Impact</b>	<b>Deadline</b>	<b>Lead officer</b>	<b>Indicator of achievement</b>	<b>Years 2 &amp; 3 Actions 2011</b>
		and set priorities accordingly				
3.	Record racist incidents and to report them to the local authority on a regular basis.	<ul style="list-style-type: none"> <li>To enable the school to tackle racially motivated incidents and bullying between diverse communities, and set priorities accordingly</li> </ul>	On going	Federation Director of Inclusion and School Principals	Incidents recorded, investigated in the schools and reported to the Authority	<p>Continue to record, report and respond to racist incidents to encourage confidence of pupils and others in the robust nature of the reporting system.</p> <p>Regular reports provided to the Governing Body</p>

## Disability Equality Action Plan

	Year 1 Actions 2010/11	Impact	Deadline	Lead officer	Indicator of achievement	Years 2 & 3 Actions 2011
<b>Priority outcome 2: Promote equality of opportunity between disabled and other people; eliminate discrimination and harassment; promote positive attitudes to disabled people; encourage participation by disabled people in public life; and take steps to meet disabled people's needs, even if this requires more favourable treatment.</b>						
4	Review the disability equality scheme and incorporate it within the equality scheme.	<ul style="list-style-type: none"> <li>The Scheme shows how the school is meeting its general duty to promote disability equality across all of its areas of responsibility.</li> </ul>	January 2011	Federation Director of Inclusion	Equality Scheme published	Review progress of and impact of disability equality scheme.
5	Gather and record information relating to disabled people (pupils, parents, staff and carers)	<ul style="list-style-type: none"> <li>Secure up to date data to enable the needs of diverse disabled people to be met.</li> <li>Enhance involvement mechanisms to increase understanding of the views, needs, desires and preferences of disabled people at risk of disadvantage.</li> </ul>	Staff – Summer 2011 Students – Summer 2011 Parents –Autumn 2011	Federation Director of Inclusion	Routine data collation system relating to disabled people established	Continue to gather data and analyse to ensure needs are met.

	<b>Year 1 Actions 2010/11</b>	<b>Impact</b>	<b>Deadline</b>	<b>Lead officer</b>	<b>Indicator of achievement</b>	<b>Years 2 &amp; 3 Actions 2011</b>
6.	All new and existing policy, procedures and practices to undergo disability equality impact assessment on pupils, staff and parents, in particular the attainment levels of disabled pupils.	<ul style="list-style-type: none"> <li>To enable the school to address the needs of diverse groups at risk of disadvantage through the disability equality policy in practice.</li> </ul>	On-going	Federation Director Of Inclusion	Policies and procedures to be reviewed regularly	<p>Continue to monitor policies, procedures and practices for adverse disability impact</p> <p>Regular reports provided to the Governing Body</p>

## Gender Equality Action Plan

### Priority outcome 3: Eliminate unlawful discrimination and harassment on the grounds of sex and promote equality of opportunity between women and men.

7	Publish a Gender Equality Scheme within the equality scheme.	<ul style="list-style-type: none"> <li>• Scheme shows how the school intends to fulfill the general and specific duties.</li> <li>• MHF revises and reviews the plan annually and report on progress</li> </ul>	January 2011	Federation Director of Inclusion	Staff aware of the scheme and how they can impact on gender issues such as boys achievement.	Review impact of the scheme against measurable outcomes e.g. attendance, results and staffing levels.
8	All new and existing policy, procedures and practices to undergo gender equality impact assessment on pupils, staff and parents, in particular the attainment levels of girls and boys.	<ul style="list-style-type: none"> <li>• To enable the MHF to address the needs of boys and girls at risk of disadvantage.</li> </ul>	On-going	Federation Director of Inclusion	Policy and procedures to be reviewed regularly. Analysis of attainment levels to follow schools' assessment timetable.	Continue to monitor policies, procedures and practices for adverse gender impact  Regular reports provided to the Governing Body

