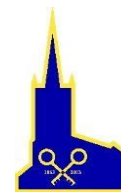


Claypole CE Primary School



Scheme for Inclusion, Race, Disability and Gender Equality

We are committed to the promotion of equality and diversity in all areas of school life. In so doing, our aim is to eliminate unlawful discrimination, and to promote equality of opportunity and good community relations. Equality in the context of school life involves all people involved in the development of the school, and covers areas such as:

- progress, attainment, and assessment;
- behaviour, discipline, and exclusion;
- pupils' personal development and pastoral care;
- teaching and learning;
- admission and attendance;
- the curriculum;
- staff recruitment and professional development; and
- partnerships with parents and guardians, and communities.

This scheme provides a framework for action to address five areas of equality covered by legislation – race, gender, disability, age, sexual orientation and religion or belief.

Our approach as a school is to 'mainstream' equality into our policies and practices, ensuring a focus on the issues. Therefore, our key policies on curriculum, pupil behaviour, staffing etc are revised to include equality considerations.

We are committed to:

- actively tackling discrimination, and promoting equal opportunities and good community relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice; and
- making sure our equality policy and its procedures are followed.

Disability Equality

Within our Equality Scheme, we recognise our responsibilities arising from all legislation relevant to Disability and Special Educational Needs.

In responding to our duties in this context, we will ensure access to education and inclusion for disabled pupils in every aspect of school life by:

- Protecting pupils from discrimination
- Providing improvements to increase access over time
- Providing auxiliary aids and services

Our responsibilities extend to our staff, parents and governors. We will eliminate discrimination in employment and recruitment and actively encourage disabled parents/guardians, and the parents/guardians of disabled children, to participate in relevant school activities.

The Legal Context

There are several pieces of legislation which shape the context in which schools need to provide for equality of opportunity for disabled pupils, and those with Special Educational Needs:

- Disability Discrimination Act 2005 (Disability Equality Duty)
- Equality Act 2010
- The disability discrimination duties in Part 4 of the Disability Discrimination Act (DDA)
- The planning duties in Part 4 of the Disability Discrimination Act (DDA)
- The SEN and Disability Act 2001
- The Special Educational Needs (SEN) duties in the Education Act 1996

Disability Discrimination Act 2005

The regulations which revised the DDA in 2005 introduced the duties on schools, one being to have in place a Disability Equality Scheme. The duties do not introduce new rights for disabled people, they introduce an obligation on schools to promote equality of opportunity for disabled people. The duties apply therefore to all people involved in the school: pupils, staff, governors and parents.

These positive duties recognise that forward-looking methods of removing disadvantage and institutional discrimination are more effective than solely reacting to individual problems when they arise.

The Disability Equality Duties require us, when carrying out our functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

These elements together are referred to as the **general duty**.

Schools also have **specific duties**, which provide them with a clear framework to work by. Central to the specific duties is the requirement to produce a Disability Equality Scheme.

Our Disability Equality Scheme includes:

- Our arrangements for gathering information on the effect of our policies and practices on, in particular:
 - o the recruitment, development and retention of disabled employees
 - o the educational opportunities available to and achievements of disabled pupils.
- Details of how we will use the information gathered, in particular, in reviewing the effectiveness of our action plan and preparing subsequent Schemes.
- Our methods for assessing the impact of our policies and practices on disability equality and where improvements can be made.

- A plan of action - a list of action points that detail the steps that we are going to take to meet the general duty.

Equality Act 2010

The Equality Act came into force on 1 October 2010.

It brings together over 116 separate pieces of legislation into one single Act.

The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

It provides Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

Disability Discrimination Duties in Part 4 of the DDA

Discrimination in the context of the DDA Part 4 occurs if:

- A disabled pupil or prospective pupil is treated less favourably than another for a reason related to their disability and without justification
- A school fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage (known as reasonable adjustment).

The reasonable adjustment duty requires us to anticipate the barriers that disabled pupils may face and to then remove or minimise these before substantial disadvantage occurs.

Planning Duties in Part 4 of the DDA

Schools are required to develop accessibility plans to improve access to education for disabled pupils. Over time, these plans show how access will be increased, including:

- Increasing access to the curriculum for disabled pupils;
- Making improvements to the physical environment of the school to increase access to education and associated services;
- Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

We are required to report each year on our progress on our accessibility plans. Our accessibility plan is combined with our Disability Equality Scheme and so all actions are joined-up in our combined action plan.

Gender Equality

Within our Equality Scheme, we recognise our responsibilities arising from all legislation relevant to gender.

In responding to our duties in this context, we will ensure eliminate unlawful discrimination and promote equality of opportunity between males and females involved in the school: pupils, staff, parents/guardians and governors.

Equality Act 2006 (Gender Equality) (now part of Equality Act 2010)

The Act introduces the gender equality duty for schools.

The general duty requires that we eliminate unlawful sex discrimination and harassment, and promote equality of opportunity between males and females (including transgender). The specific duty requires that we produce a gender equality scheme

Our Gender Equality Scheme includes:

- Our arrangements for gathering information on the effect of our policies and practices on, in particular: the recruitment, development and retention of male and female employees
- the educational opportunities available to and achievements of male and female pupils.

Unlawful sex discrimination and harassment includes discrimination as defined by the Sex Discrimination Act 1975, the Equal Pay Act 1970 and Gender Recognition Act.

We recognise that people of different genders can face other forms of discrimination or disadvantage because of their age, race, marital and civil partnership status, family circumstances, caring responsibilities or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Race Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of ethnicity, nationality and national origin. Statute requires schools to have a policy on race equality, we have developed a strategy which ensures that all matters of equality are addressed in our equality scheme, giving them equal respect and consideration.

Within our approach to equality and diversity, race equality is covered by both our policy and our equality scheme and the procedures which are included within them.

In all that we do within the school, we will work to provide equality of opportunity for pupils, parents and employees. We will deliver our commitments as required under the Race Relations Act 1976 and Race Relations (Amendment) Act 2000. Racial harassment, victimisation and bullying will not be tolerated, and will be handled effectively in line with our policy on dealing with and reporting racist incidents in the school (see Appendix 2)

We recognise that ethnic minority people can face other forms of discrimination or disadvantage because of their age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Age Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of age.

In our employment practices, we will observe relevant legislation with regard to age and eliminate discrimination on this basis. Age is also included in our equality scheme and so also our Equality Impact Assessment procedures, where it is relevant to policy consideration.

We will carry out our duties with regard to the Employment Equality (Age) Regulation 2006.

We recognise that people of different ages can face other forms of discrimination or disadvantage because of their gender, race, marital and civil partnership status, family circumstances, caring responsibilities or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Religion and Belief Equality

Our equality policy states clearly our commitment to eliminating unlawful discrimination and promoting good community relations. This applies to issues of religion and belief.

Within our approach to equality and diversity, religion and belief are covered by both our policy and our equality scheme and the procedures which are included within them.

We will carry out our duties with regard to the Employment Equality (Religion or Belief) Regulation 2003.

We recognise that people with different religions can face other forms of discrimination or disadvantage because of their race, age, gender or gender identity, marital and civil partnership status, family circumstances, caring responsibilities or because they are disabled. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Employing People

We will work to develop a workforce that broadly reflects the communities we serve. We will include equality of opportunity in all our employment practices, from advertising and recruitment, through to professional development and terms and conditions of employment.

In delivering our aims for equal opportunities in employment, we are making commitments which we will observe in our policies and day to-day operations.

Recruitment

- Advertising vacancies in such a way as to promote applicants from all groups in the community
- Including only the skills and experience actually needed in job descriptions and person specifications (essential criteria)
- Including in all contracts of employment, a requirement to implement and observe equality
- Providing application packs, and accepting applications, in alternative formats wherever practicable to the position that is vacant
- Recognising additional skills and competences gained through less formal routes such as voluntary work
- Ensuring that all applicants for vacancies demonstrate their skills and competence pursuant to the vacancy advertised
- Monitoring those applying for vacancies, and those appointed, by race, gender, disability, age, religion or belief, and work-status (full/part-time)
- Supporting our employees by providing opportunities for learning and development

Work Environment

- Constantly reviewing and developing policies and procedures for employment which reflect equality legislation and modern working practices
- Ensuring that the work environment is safe and free from harassment, victimization and bullying.
- Making adaptations, where appropriate, to support staff in post
- Communicating our Equal Opportunities Policy, and Equality and Diversity Strategy, to all employees and clarifying everyone's role in delivering them
- Dealing with all breaches of policy in a transparent, supportive and fair manner
- Monitoring personnel activities to ensure discrimination does not take place

Positive Action

Working toward the Employment Service's 'Positive about Disabled People scheme' which commits us to:

- Interviewing all disabled applicants who meet the essential criteria for a vacancy and consider them on their abilities
- Making every effort to ensure that employees who become disabled can remain in employment
- Ensuring that all employees are aware of disability issues pertinent to their work
- Making sure that there is an annual review with disabled employees with regard to their specific development needs

This policy is reviewed annually and revised as necessary