



Taverham High School Single Equality Scheme 2019-22

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Foreword

“This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day procedures and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and cares and all those within our extended school community.

We regard this Scheme as being essential for our school.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

Headteacher and Chair of Governors

The School Council recognises the following as key ongoing priorities:

- Helping each person reach their full potential
- Ensuring school is a place of inclusion and safety
- Promoting social acceptance

School Council

1 What is the Single Equality Scheme and Action Plan?

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Equality Act states that the School has a general public duty to tackle discrimination, to promote equality of opportunity and to encourage good community relations between all people involved with the school (staff, students, governors, parents/carers and volunteers). This is known as the Public Sector Equality Duty.

The School is also required to publish information to demonstrate how it is complying with the Public Sector Equality Duty and to prepare and publish equality objectives.

We have produced our Single Equality Scheme (SES) and Action Plan that covers a three year period from **2019-2022**.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to equality and promoting community cohesion.

2 Meeting our Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race Equality

The general duty to promote race equality means that we must have due regard to:

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

Dealing with Racial Incidents

All incidents are logged with the Senior Designated Safeguarding Officer and full records are kept of the incident and the subsequent actions taken.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

It must be ensured that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote equality of opportunity between men and women, girls and boys

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Taverham High School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, Sexual Orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3 Our School Values and Visions

In meeting the duties described above will mean that all our actions will embody certain key principles and values, which include:

- Our Vision is to create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and to prepare themselves for life in a changing world.

- We respect diversity. We may know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of individuals.
- We know that 'equalities' is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion and actively encourage the participation in public life of all learners in our school.

4 Collecting and Analysing Equality Information for Pupils at Taverham High School

THS is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra-curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Council
- Choice of options selected

We use this data to inform our Action Plan (section 14)

5 Collecting and Analysing Equality Information for Employment and Governance at Taverham High School

We are committed to providing a working environment free from discrimination, victimisation, and harassment.

We also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspects of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice.

The duty applies to all staff working at the school in whatever capacity.

We collect and analyse the following profile information for our staff and governors:

Example: Information Gathering (Staff and Governors)

- Applicants for employment
- Staff profile
- Governing Body profile
- Attendance of staff training events
- Disciplinary and grievance cases
- Teacher appraisals/performance management

We use this data to inform our Action Plan (Section 14).

6 Consultation and Involving People

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans.

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Contact with parent/carers
- Staff consultation
- Discussions at staff meetings
- Discussion with trade union representatives
- Discussions at governing bodies
- Discussion within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities

7 Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

The Commission for Equality and Human Rights (CEHR) have issued guidance materials that are available on their website at: www.equalityhumanrights.com

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

8 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- 3 year School Improvement Plan
- School Inclusions and SEN policy
- Bullying and Harassment policy
- Safeguarding policy
- Equal Opportunities policy
- SEN policy

9 Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the Single Equality Scheme and Action Plan.

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan
- Our Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school, including parents/cares are adhering to our commitment to equality.

10 Commissioning and Procurement

Taverham High School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

11 Publicising Our Scheme

This Scheme is a public document that will be made available to any interested stakeholder and will be publicised on our web site.

12 Annual Review of Progress

We are legally required to report our progress and performance in respect of this scheme covering race, disability and gender. We are also legally required to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to written materials. Taking this single equality approach will allow us to incorporate all these requirements into one annual report. An annual review and update of our action plan will formulate the basis for your **report to full governors at the end of the academic year.**

Our scheme has a life span of three years and therefore we will review and revise your scheme as part of a three-year cycle in line with our annual School Improvement Plan review.

13 Ongoing Evolvement of Our Scheme

“We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include”:

- The results of our information gathering activities for race, disability and gender and what you have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equity impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what you have achieved in relation to promoting community cohesion

14 Single Equality Objectives and Action Plan 2019-22

	OBJECTIVES	TARGET/SUCCESS CRITERIA	LEAD
Students	Student Council to review anti-bullying policy	Reviewed policy presented to Governors Reduction in the number of bullying and racist incidents	SBL
	To establish any student priorities for addressing equality issues using two new equality groups: LGBT/ Race Equality	Issues discussed at school council and VI form council, LGBT and Race Equality groups. Outcomes discussed at SLT and incorporated into SIDP	NPH
Staff	Undertake an equality impact assessment on school policies	Policies reviewed, and recommendations presented to Governors PM and attendance targets met by staff Diversity in numbers of applicants and employees	CDL
Curriculum Intent	Ensure HoDs are promoting equality through their schemes of work and planning.	Schemes of work in place and reviewed annually as part of the departmental and whole school evaluation system. Equality content is identified in SOW	PRP
Curriculum Implementation	All staff to deliver lessons that enable all students to make progress, engage in the lesson and understand and promote equality themselves.	Effective delivery of the curriculum and good understanding from students. All students all challenged and supported to succeed. Quality work produced from all groups.	DHY
Curriculum Impact	To develop tracking of all groups to ensure equality of outcomes and destinations.	Intervention to support all students. Gaps between progress 8, destinations, attendance, exclusion of groups reduce.	NPH

