



Ash Villa School



**EQUALITY AND DIVERSITY
STRATEGY**

This information is available in community languages and in alternative formats such as large print, audio tape and Braille.

For language translations, please contact the appropriate number below.

Albanian
01430 457387

Ky informacion mund të sigurohet në një gjuhë apo format tjetër.
Për çfarëdo pyetje, ju lutem kontaktoni numrin e mësipërm.

Arabic
01430 457373

يمكن تزويد هذه المعلومات بلغة أو صيغة أخرى. الرجاء الاتصال بالرقم أعلاه
لكل الاستفسارات.

Chinese Simp
01430 457375

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Czech
01430 457380

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French
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Kurdish Sorani
01430 457386

Lithuanian
01430 457374

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Polish
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Portuguese
01430 457378

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Romanian
01430 457388

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Turkish
01430 457379

نەم زانیاریانە دەکرێت بە زمانیکێ تر یان شیوازیکی تر داوێن بکریت. ئەگەر هەر

پرسیارێکت هەبوو تێکایە پەیوەندی بەم ژمارەیی سەرەو بە.

Bu bilgiyi başka bir dilde veya formatta temin edebilirsiniz.

Diğer sorularınız için lütfen yukarıdaki numarayı arayınız.

POLICY REVIEW DATE

This policy is due for review:

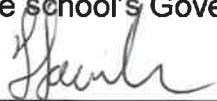
Summer Term 2016/2017

Member of staff responsible for policy:

Leigh Bentley

Approved by the school's Governing Body:

Signed: _____



(Chair of Governors)

Signed: _____



(Headteacher)

Date: _____

04/10/2016

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- A child may have a behavioural difficulty for a reason other than disability, for example arising from social or domestic circumstances, and it is likely that this is not covered by the legislation.
- It is uncertain as to the origin of certain conditions such as ADHD, whether it is an impairment or socially created. The Disability Rights Commission have advised that children and young people with ADHD and ASD impairments are covered by the Act.

However, we are committed to supporting and promoting the Social Model of Disability, which says that people are disabled not by their impairment, but by a society that does not take account of their needs and prevents them from having full access to society due to physical, communication and social barriers.

The social model identifies the problem as being the disabling world. The disabling world which is made up of such discriminatory elements as:

- inaccessible information
- poor communication, e.g. lack of British Sign Language interpreters, few induction loop systems etc
- an inaccessible built or physical environment
- segregated services
- inaccessible transport
- bad design, and
- organisational barriers

Prejudice is manifested through:

- representations, for example media and fiction
- attitudes
- stereotyping
- negative assumptions
- fear
- low expectation, and
- offensive or thoughtless language.

The social model acknowledges that impairment is the functional limitation within an individual caused by a physical or mental or sensory condition, whilst suggesting that disability is the loss or limitation of opportunity to take part equally in the mainstream of the community as a result of barriers that do not affect others, for example physical and social barriers.

The social model locates the problem outside the disabled person and therefore offers a more positive approach because it doesn't blame the individual. It involves everyone in identifying solutions, encourages co-operative problem solving, removes barriers for others as well as disabled people, and acknowledges disabled people's rights to full participation as citizens.

We recognise that disability arises from society's negative treatment of disabled people and is not an inevitable consequence of people's impairments. We are committed to removing barriers faced by disabled people in relation to its employment practices, decision-making and provision of services.

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.

What is the legal context?

There are several pieces of legislation which shape the context in which schools need to provide for equality of opportunity between males and females.

Equality Act 2010 (Gender Equality Duty)

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.
- 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 gender 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.

Unlawful sex discrimination and harassment includes discrimination as defined by the Sex Discrimination Act 1975, the Equal Pay Act 1970 and Gender Recognition Act 2004.

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, because they are disabled or because they are lesbian, gay or bisexual. 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.

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, because they are disabled or because they are lesbian, gay or bisexual. 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, because they are disabled or because they are lesbian, gay or bisexual. 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, because they are disabled or because they are lesbian, gay or bisexual. In designing our equality and diversity policies and plans concurrently, we recognise the compound effect that people might experience.

Sexual Orientation Equality

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

Within our approach to equality and diversity, sexual orientation is 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 (Sexual Orientation) Regulation 2007.

We recognise that lesbian women, gay men and bisexuals can face other forms of discrimination or disadvantage because of their age, 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.

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

- Following Lincolnshire County Council'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 (minimum) review with disabled employees with regard to their specific development needs
 - Reviewing these commitment and achievements annually and planning future improvements.

Involvement

We recognise that successful implementation of our aims and values depends on the involvement of all involved.

In the first instance, this requires us to communicate our aspirations, policies and plans to children, parents, staff and Governors. Also, to maintain these communications by reporting on our progress.

In order to be successful, we need to reflect the views and desires of those involved in the school, and so we will consult with children, parents, staff and Governors as appropriate in order to identify areas for priority improvement and to receive feedback on our actions. Successful consultation will depend on our reaching *all* people involved in the process, and ensuring that we receive the views of people from different groups. We will consult on the development of our equality policies, not only on the strategic direction we intend, but also using consultation to develop specific actions in our plans.

Assessing functions and policies

As legislation prescribes, our 'functions' are our full range of duties and powers. Our 'policies' are the full range of formal and informal decisions that we take in carrying out our duties. In common with all public authorities, we will have some explicit 'policies' and other practices which are embedded in our day-to-day activities.

We will assess those functions and policies 'relevant' to equality, meaning those that have, or could have, implications on the promotion of equality. Some areas will be more relevant than others, and we have identified these in our equality policy.

In our action plan, we will identify those areas in need of assessment. The process for undertaking this 'checking' is called Equality Impact Assessment and we will use a process which covers all areas of equality.

Equality Impact Assessment

The requirement to undertake Equality Impact Assessments (EIA) has its basis in legislation and performance frameworks.

The first statutory requirement to undertake assessments arose from the Race Relations (Amendment) Act. This requirement has since been included in statute on Disability and Gender. There is also the anticipation of the need to undertake impact assessments for age, religion/faith and sexual orientation.

An Equality Impact Assessment therefore is an assessment across all six strands of the equality agenda.

"An EIA is a thorough and systematic analysis of a policy, whether that policy is written or unwritten, formal or informal, and irrespective of the scope of the policy"

The purpose of an EIA is to determine whether there could be an adverse impact on groups in society. In so doing, all policies that have an effect the public and/or staff should be assessed for their impact. It should be noted that changes to an existing policy, or proposals to delete a policy are also subject to Equality Impact Assessments as these constitute 'new' policy.

The Process

Equality Impact Assessment is undertaken through a series of templates.

There are two forms of assessment which can take place.

The first is on an *existing* policy or service. This is a retrospective assessment.

The second is during the development of *new* policy or services, and as such is concurrent to the usual processes of research and consultation.

However, the process to follow for both is identical, only that when developing a policy, the activity is not separate but entwined.

The model we use for Equality Impact Assessment is a three-stage process.

Initial Screening

This is similar to a desktop exercise, posing questions which assist the policymaker in determining at an early stage whether there may be any negative impacts on groups in society which need further investigation.

Partial Assessment

This process flows from the initial screening, once it has been determined that further investigation is needed. It will begin to discuss in greater detail the potential risks that might arise from policy implementation, and contrast these to the benefits of the policy. A partial

assessment requires greater investigation and research, whether it be 'hard' data or consultation with colleagues and/or experts on the topic.

Full Assessment

A full impact assessment is required when a partial assessment indicates that there are still potential risks inherent in the policy which need very detailed enquiry. At this stage, consultation with the community will be necessary, and a clear discussion of the options available and changes which can be made to the policy.

The template for Equality Impact Assessment, and this guide will support policymakers in determining the level of assessment necessary. It is possible to 'exit' the process of impact assessment at each stage of the process, provided the evidence demonstrates that risks are minimal or justifiable.

Consulting on the likely impact of policies

When revising existing policies, or producing new, we consult with relevant people involved in the delivery and purpose of the policy.

All new and revised policies will undergo an Equality Impact Assessment as part of their development.

Our consultation activities also need to take account of the needs of different people.

When consulting, we will make sure that:

- we value the views of all those responding, and give serious consideration to the views that we receive
- our priority is to listen to those who are most likely to be affected by the policy
- the purpose of the consultation are clear
- appropriate methods are used to consult with different groups, and every effort is made to make the consultation accessible to all people
- relevant community groups, with specific expertise and members, are involved in the process, and that
- the results of the consultation are made available.

Monitoring

As part of our statutory duties, we are required to monitor our work on equality in a number of key areas:

- Employment (and associated functions)
- Service provision
- Policy and decision-making
- Complaints

In order to do this, we need to improve the way in which we collect and use data about our customers, employees, contractors and elected members. We need to change and improve the way in which we use information about people – whether staff or customers - and do this in ways that allow us to sensitively monitor our performance on equality while at the same time meeting our duties under the Freedom of Information and Data Protection Acts. We recognise that monitoring is essential if we are to improve our services and employment practices.

Employment Monitoring

In order to meet the specific employment duties of the Acts, we are required to monitor in the following areas, by race, gender and disability. We will also monitor by age, sexual orientation and religion or belief where relevant:

- Job applicants, including those short-listed and those appointed
- Employees in post
- Applications for training, and training received
- Appraisals and those who suffer a detriment as a result of appraisal

- Employees bringing grievances against the school as an employer, including complaints of harassment, discrimination or bullying
- Employees subject to disciplinary action
- Employees leaving the school and their reasons for leaving

We are currently working with partners to improve our systems for collecting, interrogating and managing employment monitoring data.

Monitoring our Services

We will develop monitoring systems for various areas of school activities. The purpose of the monitoring being to identify if there are any differences between people of different groups, and therefore to determine if these are adverse differences. The monitoring data will therefore enable us to identify not only any areas for improvement, but also to measure our success in rectifying any adverse impact, and to set targets as appropriate.

Such areas that monitoring might be needed include (for example):

- Pupils' attainment and progress
- Curriculum, teaching and learning (including language and cultural needs)
- Promoting good relations in the school and in the local community
- Care and assessment
- Staff recruitment and career development
- The School's values
- Pupil behaviour, discipline and exclusion
- Harassment and bullying
- Admission and transfer procedures
- Membership of the governing body
- Involving parents and the community in the school

Communication

This equality policy and equality scheme will be made available to all staff, pupils, governors, parents/guardians and the community.

The information contained herein will be provided in alternative formats if required such as Braille, large print, audio tape and translated into other languages.

The results of Equality Impact Assessments, consultations and monitoring exercises will be made available also. The data from monitoring exercises may be subject to appropriate screening to ensure that individuals cannot be identified. Where it is the case that data is sensitive and identifies individuals, it will not be made available.

Each year, we will report on progress with our Diversity Action Plan (and Accessibility Plan). We will include details on progress in our annual School Improvement Plan and Self-Evaluation Form where it is applicable.

We will include reference to our equality policy and equality scheme, particularly our key commitments, in the school prospectus.

Implementation

Following an audit of our functions and policies, we have developed a three-year action plan to deliver on our equality commitments.

This plan is structured in such a way that it combines all our equality planning into a single plan of action. The plan is laid out so that it can be seen which area of the equality agenda we are addressing with the action, by reference in a column to 'race', 'disability' etc, as appropriate. The headings in the plan reflect those required for an accessibility plan. Therefore, we have planned for all activities in a single resource.

It is our belief that planning for equality in this way enables us to work in a joined-up and effective way, ensuring that all issues are taken into account at the same time.

The plan will last for three-years. Where the results of our activity indicate the need for more actions to be included, we will update the plan to include this. Though subject to a formal three-yearly review, we will keep the action plan up-to-date.

Each action is assigned to a responsible person, or group of persons. The Headteacher (through management arrangements) and Board of Governors, will monitor progress on the action plan throughout the academic year.

We will report annually on our progress.

Procurement

Our obligations under statute extend to those services we contract to other providers. In the first instance, all contractors will be required to have in place their own equal opportunities policies for staff and customers, and/or a commitment to abide by our equality policies. In some circumstances, contracts may need to include requirements of providers to monitor their customers and/or staff in order that we can meet our obligations to assess our own services and/or workforce.

Training

In order to meet our responsibilities under the Acts, we need to ensure that all staff, including the elected Governors, are aware of the general duty to promote race, disability and gender equality, and any specific duties relevant to their roles.

All existing and new staff will be made aware of the School's equality policy, its purpose and how it takes effect. Specific training will be undertaken on key aspects of the policies, most particularly for staff with designated responsibilities such as the teachers responsible for racist incidents, special educational needs etc.

Additionally, we will monitor all training provided to teachers and staff to ensure that there is an equitable take-up and provision.

Responsibilities

The Governing Body

The governors are responsible for:

- making sure the school complies with all relevant legislation, and
- making sure the equality policy and equality scheme are followed
- ensuring that the procedures for candidates to stand for election and for parents to vote for candidates are accessible

The Head Teacher

The head teacher is responsible for:

- making sure the equality policy and equality scheme are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- making sure the equality policy and equality scheme are followed
- producing regular information for staff and governors about the policy and scheme and how they are working, and providing training for them, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and/or discrimination.

All Staff

All staff are responsible for:

- dealing with discriminatory incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good community relations, and avoiding discrimination against anyone for reasons of race, nationality, ethnic or national origins, disability, gender, religion or belief, age or sexual orientation
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following, our equality policy.

