



### **PURPOSE OF THE EQUALITY SCHEME**

Godinton Primary School recognises that 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 develop an action plan in conjunction with a working party to:

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

### **VISION**

Godinton Primary School is committed to promoting equality among its members and will continue to endeavour to eliminate discrimination, bullying and harassment. The governing body and staff will continue to strive to promote positive relations between all groups with the school which include gender, race, sex, ethnic diversity and religious faith. Through the establishment of a working party, leaders of Godinton Primary school are hoping to promote and develop community cohesion and equality through greater consultation between all groups involved with school, including those who are disabled.

In creating an equality scheme and the school accessibility plan, the DCSF document *implementing the Disability Discrimination Act in Schools and Early years Settings (2006)* has been consulted alongside the *Equality Act 2010: Advice for school leaders*. Godinton Primary School also adheres to guidance provided by the Kent local Authority.



## **INTRODUCTION**

Godinton Primary School recognises the need to have Single Equality Scheme, which includes issue regarding race, gender and disability. We have chosen to develop the following Single Equality Scheme to combine all three elements and accompanying action plans. Godinton Primary School will consult with the working party to ensure that all stakeholders have had an opportunity to contribute, comment and approve each element of the scheme and action plans. The Governing body will endeavour to ensure that all stakeholders in the school are represented in the working party including staff, parents or children with disabilities. The following scheme and action plans explain how the governing body will meet the three equality requirements.

## **DUTIES AND LEGISLATION**

### **DISABILITY**

**The governing body will use the Equality Act 2010's definition of disability to respond to the different needs of disabled people.**

#### **Definition of Disability**

The Equality Act 2010 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.



**Single Equality Scheme and Action Plans 2013 - 2016**

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 above.

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.

**Disability in the context of the Single Equality Scheme**

The Single Equality scheme will bring together the schools responsibilities under the Equality Act 2010 requiring the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a single equality scheme to show how they will meet these duties.



## **Godinton Primary School**

### **Single Equality Scheme and Action Plans 2013 - 2016**

**NB:** The School Accessibility Plan (Reviewed June 2013) enables the governing body to meet the requirements of the Equality Act 2010 to increase access to education for disabled pupils in the following three ways:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum.
- 2) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- 3) Improving the improving the availability of accessible information to disabled pupils

#### **GENDER**

This equality scheme and action plans will demonstrate that the Governing body at Godinton Primary School understand that duties under the Equality Act (2010) require them to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

The governing body also conforms to the requirement under the Equality act (2006) to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties of the act.

*There are no specific duties or requirements in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff.*

#### **RACE**

The Governing body of Godinton Primary school endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:



## **Godinton Primary School**

### **Single Equality Scheme and Action Plans 2013 - 2016**

**Racism:** Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.

**Institutional racism:** The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

The Governing body recognise the Duties under the Equality Act 2010 and will endeavour to:

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

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity - The current policy is due for review in January 2014
- 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
- record racist incidents and report them to the local authority on a regular basis.

For more information on race equality visit Equality and Human Rights Commission: <http://www.equalityhumanrights.com/>

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

Duties under the Equality Act 2010 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

Find further advice on equality issues at the following website - [http://www.kenttrustweb.org.uk/Policy/eq\\_home.cfm](http://www.kenttrustweb.org.uk/Policy/eq_home.cfm)

### **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. Under the Equality Act 2010, it is unlawful (subject to certain exemptions) to discriminate on the grounds of religion, socio-economic circumstances or belief in the following areas:

- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions.

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

When carrying out their duties schools are required to have due regard to 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



**Single Equality Scheme and Action Plans 2013 - 2016**

introduced by the Equality Act 2010, it is unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the following areas:

- The provision of goods, facilities and services,
- The disposal and management of premises,
- Education
- The exercise of public functions

**Action by School Leadership Team (SLT) and Governing Body responsible for the Equality Scheme will be to:**

- Raise awareness of 5 elements of the duties with all staff, governors, parents/carers and pupils.
- Refer to the Equality Act 2010
- Ensure understanding of the broad definition of Disability within the DDA.
- Encourage declaration of disability by pupils, parents/carers, staff and other users of the school in conjunction with the working party. (See DFES guidance)
- Refer to 'The Gender Equality Duty and Schools' published by the Equal Opportunities Commission now the Equality and Human rights Commission when devising new procedures and practise.
- Work with trade unions to implement the gender duty in employment functions where possible.
- Create separate action plans for each equality duty, (*race, gender, disability* age and religion and faith) highlighting links as appropriate.
- Set up working party, membership to include:
  - SLT member
  - Governor



## **Godinton Primary School**

### **Single Equality Scheme and Action Plans 2013 - 2016**

- parent/carer with a strong interest in equalities
- staff representative
- SENCO
- trade union representative(s) where possible
- associate members e.g. pupils with disability/on school council, community/voluntary groups and minority ethnic groups

#### **The Key Functions of the Working Party will be:**

- To ensure the involvement of all minority groups including disabled pupils, parents/carers and staff
- To ensure the involvement of trade unions regarding the equalities duties
- To arrange for the gathering of information relating to all equality strands.
- Monitor Minority Ethnic groups and EAL and consider how this could be published on the website page.

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

The school 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 who English is an Additional language or are newly arrived in this country.

The school will ensure that they involve 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, trade unions and other users of the school will be used to set priorities.



**Information gathering**

The collection of information is crucial to supporting Godinton Primary School 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 the school to measure the delivery on equality duties relating to disability, race and gender, to assess the impact of the changes made and to help the school identify which of the school's priorities have been achieved. The school will work with the working party to achieve a fair and robust method for data collection. Information to be gathered or accessed from existing data held within the school is detailed below:

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- 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 to develop the Scheme (all efforts to be made to collect information)
- The working party will recommend about how the information is to be held in school, and how it interlinks with other registers. E.g. Does the school have just one school profile with differing levels of access? Confidentiality and need to know clauses are required.
- 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 Language may face learning barriers effecting their attainment.
- Careers and sports choices of all groups e.g. male/female, ethnic groups, disabled people
- Bullying and harassment on the grounds of gender, disability and race, including a focus on sexual orientation, age, faith and belief.



**The priorities for the Godinton Primary School scheme will be set in the light of:**

- Data collection and needs analysis to inform policy and policy action plan
- listen to the voice of and consult disabled pupils, staff, parents/carers and trade unions that have been involved in the development of the scheme.
- Consultation with different groups in the school and school community.

**Some of the priorities identified may include:**

- Improving access to information e.g. translation and interpretation to inform and engage parents/carers for whom English is an Additional Language
- Improving the involvement of disabled pupils, staff and parents and carers
- Challenging race and gender stereotypes in subject choices and career advice
- Health, sport and obesity differences between girls linked to girls reduced likelihood of taking part in physical education and sport compared to boys.
- Tackling 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.

**Making it happen**

**Implementation**

The Scheme will be supported by individual action plans relating to disability, gender, sexuality. Issues relating to age, faith and belief and race equality will be supported by the implementation of additional policies and incorporated into the School Improvement Plan as required. This will be overseen by the governing body so that progress can be checked, monitored, evaluated and consultation has taken place to ensure that all parties are involved and take ownership of the scheme.

The Action plans will show:



## **Godinton Primary School**

### **Single Equality Scheme and Action Plans 2013 - 2016**

- 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.

The Scheme will incorporate the reviewed Accessibility Plan of 2010-2013 and the new accessibility plan for 2014-2017

The school will evaluate the effectiveness of the Scheme with its working party and on an ongoing basis, through the Governing body and with Ofsted when the school is inspected.

#### **Publication**

The working party has decided to publish the single equality scheme via the equality page on the school website.

#### **Reporting**

The working party will provide a mid-year review on the progress made on the action plans and the impact of policy on school ethos and practice within the school. This will be [published on the equality page of the school website.

#### **Reviewing and revising the scheme**

As part of the review of the Scheme, the school will:

- Revisit and analyse the information and data used to identify the priorities for the scheme;
- Impact assess to ensure that actions the school has taken have positively affected opportunities and outcomes for gender, disability, sexuality, race, faith and religion and age for pupils, staff and parents and carers and actions have provided equality of opportunity for the diversity within the school.



## **Godinton Primary School**

### **Single Equality Scheme and Action Plans 2013 - 2016**

The review and impact assessment of the Scheme will inform its revision; new priorities and action plan for the next scheme. This process will continue to:

- Involve and consult pupils, staff and parents/carers; and
- be based on information and data that the school has gathered and analysed.

#### **Action Plans**

These include;

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

The three year accessibility plan will also have an action plan to improve accessibility for pupils and parents with disabilities.

#### **KEY LEGISLATION**

| <b>Equality strand</b>       | <b>Legislation</b>  |
|------------------------------|---|
| <b>All areas of equality</b> | <b>Equality Act 2010</b>  |
| Age                          | Employment Equality (Age) Regulations 2006<br>Equality Act 2006   |
| Disability                   | Disability Discrimination Act 1995, as amended<br>Special Educational Needs and Disability Act 2001<br>Disability Discrimination Act 2005 |



**Godinton Primary School**

**Single Equality Scheme and Action Plans 2013 - 2016**

|                       |   |
|-----------------------|---|
| Gender (sex)          | Sex Discrimination Act 1975, as amended<br>Equality Act 2006  |
| Gender (reassignment) | Sex Discrimination (Gender Reassignment)<br>Regulations 1999<br>Equality Act 2006   |
| Race                  | Race Relations Act 1976, as amended<br>Race Relations (Amendment) Act 2000<br>Equality Act 2006<br>Duty to promote community cohesion |
| Religion or belief    | Employment Equality (Religion or Belief) Regulations<br>2003, as amended<br>Equality Act 2006   |
| Sexual orientation    | Employment Equality (Sexual Orientation) Regulations<br>2003, as amended<br>Equality Act 2006   |



**Godinton Primary School**

**Single Equality Scheme and Action Plans 2013 - 2016**