

# Schools **Equality Scheme**

Guidance for schools 2008 -2011



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## Section 1 – Introduction

Haringey Council has a Generic Equalities Scheme (GES) that covers age, disability, gender, race, religion or belief and sexual orientation. The Generic Equalities Scheme applies to the Children and Young People’s Service. However under current legislation each school is required to produce a race, disability and gender scheme to show how schools meet their equal opportunities duties in respect of these three areas. In addition schools need to demonstrate a commitment to meeting the provisions of the Equality Act 2006 Religion and Belief and the Equality Act (Sexual Orientation) Regulations 2007.

Haringey Council believes that the School Equality Scheme should address all the key areas covered in the Generic Equality Scheme. Therefore the Schools Equality Scheme also includes the Employment Equality (Religion and Belief) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. Our aim is to ensure that schools adopt good practice in the work they do with pupils, parents and staff.

This guidance has been produced to assist schools with the development of their School Equality Scheme. The guidance sets out the legislative requirements and gives steer as to the content of the information that is required to develop the scheme.

There is recognition that organisations will address bullying and discrimination in line with their particular structures and capacities. However, in order to meet their statutory responsibility to safeguard and promote the welfare of children and young people, schools and services need to meet their obligations in the Haringey Local Safeguarding Children Board Anti-bullying and Discriminatory Policy Framework.

It is important that schools set a framework which tackles the many factors that affect pupil attainment including: gender, disability, ethnicity, religion and belief, sexual orientation and social class, and key issues such as violence against women and girls, including domestic violence, forced marriage, sexual bullying and sexual exploitation. Schools also play a key role in shaping the values and attitudes of children and young people and should take a lead in challenging race, disability and gender based harassment, bullying and violence as well as providing pupils with opportunities to explore the inequalities which currently exist in society.

### Associated Documents

In addition to this guidance Haringey Council have also produced:

- Haringey Schools Equality Scheme
- Schools Equality Impact Assessment template (appendix 1)
- Schools Equality Scheme Checklist (appendix 2)
- Discriminatory Incidents Form (appendix 3)

## Section 2 – Race Equality and Community Cohesion

### Race Relations Act 1976 (RRA) amended in 2000.

#### The Legislation

The regulations make it unlawful to discriminate on grounds of race in employment and when goods, services and facilities are being delivered. These provisions include the delivery of education and other services by schools.

#### Who is covered?

- Pupils and parents (both current and prospective)
- Staff
- Other people who use the school facilities.

#### What is defined as a race?

The term race includes: colour, ethnic origin, nationality, national origin and citizenship. Some religious groups are considered ethnic groups under the RRA, including Jewish and Sikh people. Gypsy Roma people are also protected under the RRA.

#### How is it applied to schools?

Schools must not subject a pupil to any detriment on grounds of race. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services
- extended schools services.

#### The Duties

The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 gives public bodies a statutory **general duty** to promote race equality.

The Act says you must have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

The aim of the general duty is to make promoting race equality central to the way public authorities work, and this applies to all areas of their work, including:

- developing policies and practices
- delivery of services
- regulation
- enforcement
- employment practices.

The race equality **specific duties** were introduced to help organisations meet the general duty. The Race Relations (Amendment) Act 2000 places a specific duty on schools to:

- Produce a Race Equality Action Plan.
- Regularly assess and monitor the impact of the schools' policies on pupils, parents and staff.

This requires public authorities to conduct Race Equality Impact Assessments on their major policies, procedures and functions

You need to ensure that your School Equality Scheme and the procedures which are put into practice incorporate your Race Equality Policy, comply fully with your obligations under the Race Relations Act and represent best practice.

### **Race Impact Assessments**

It is necessary to list which policies, practices and functions are considered relevant to promoting Race Equality in order to carry out a programme of Race Impact Assessments. However, Haringey advise schools to carry out Race Impact Assessment as part of a general Equality Impact Assessment (EIA) which covers the other equality strands.

It is likely that the following areas will be assessed as relevant to meeting the General Duty:

- Pupils' attainment and progress.
- Curriculum, teaching and learning.
- Promoting good relations in the school and in the local community.
- Care and assessment.
- The schools values.
- Pupil behaviour, discipline and exclusion.
- Racial harassment and bullying.
- Discriminatory incidents.
- Admission and transfer policy.
- Attendance.
- Membership and governing body.
- Involving parents and the community in the school.

## Community Cohesion

As of September 2007 schools have a duty to promote community cohesion. Most schools already consider this a fundamental part of their role and work in ways which promote community cohesion as part of their response to the duties contained in the Race Relations (Amendment) Act 2000.

Page 5 of the foreword in the Curriculum Review; Diversity and Citizenship produced by Sir Keith Ajegbo, Dr Dina Kiwan and Seema Sharma, published in February 2007 states that:

**“...we passionately believe that it is the duty of all schools to address issues of ‘how we live together’ and ‘dealing with difference’ however controversial and difficult they might sometimes seem.”**

### What is Community Cohesion?

1. A cohesive community is one where: **“There is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country.”**  
*Our Shared Future, the final report of the Commission on Integration and Cohesion, June 2007.*
2. Community cohesion means working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider communities.
3. This definition recognises the contribution made by individuals within any community and the fact that people will naturally hold different ambitions, aspirations, beliefs and life experiences. But importantly, it places a strong emphasis on how they will also share important characteristics and experiences with those from their own and different communities.

## Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- The school community – the children and young people it serves, their parents, carers and families.
- The school's staff and governing body, and community users of the school's facilities and services.
- The community within which the school is located – the school in its geographical community.
- The people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located.
- The UK community – all schools are by definition part of this community
- The global community – formed by EU and international links.

## How does a school contribute towards Community Cohesion?

Just as each school is different, each school will make an important but different contribution to community cohesion. Each school will therefore need to develop an approach based on:

- The nature of the school's population – whether it serves pupils drawn predominantly from one or a small number of religions or beliefs, ethnic or socio-economic groups or from a broader cross-section of the population, or whether it selects by ability from across a wider area.
- The location of the school – for instance the level of ethnic, socio-economic, religious, cultural or linguistic diversity in that area.

Broadly, schools' contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand within citizenship education.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- **Engagement and extended services** – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

## Roles & Responsibilities for Race Equality Duty & Community Cohesion

All schools have important roles to play in working with other schools and the wider community and in promoting community cohesion. The Education and Inspections Act 2006 placed a new duty on the governing body of all maintained schools to promote community cohesion and gave Ofsted powers to inspect how governing bodies are carrying out this duty.

**Local Authorities** can play a key role in encouraging and supporting schools to develop good practice in promoting good race relations. They also have a statutory responsibility to monitor the school's workforce. Local Authorities can help to promote good race relations by:

- Providing guidance and advice to schools on developing policies and action plans, and help with reviewing, monitoring and assessing functions and policies.
- Training and supporting school governors on how to promote good race relations.
- Advising on how to tackle race relations issues in the curriculum (such as in personal, social and health education lessons), and making sure that inter-faith issues are included in local religious education and citizenship education syllabi.
- Helping schools to combat racial harassment and other forms of racism effectively.

The specific duties - The Race Relations Act 1976 (Statutory duties) Order 2001 says that **the governing body of a school must:**

1) Before the 31<sup>st</sup> May 2002:

- Prepare a written statement of its policy for promoting race equality.
- Have in place arrangements for fulfilling, as soon as reasonably practicable its duties under the general duty.

2) Such a body shall:

- Maintain a copy of the statement.
- Fulfil those duties in accordance with such arrangements.

3) It shall be the duty of a body to:

- assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of such pupils; and
- monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies including, in particular, their impact on the attainment levels of such pupils.

## Section 3 – Disability Equality

### Disability Discrimination Act 1995 (DDA), amended in 2003 and 2005

#### The legislation

The act provides protection against discrimination on grounds of disability, in employment and when goods, facilities and services are being delivered. These provisions include the delivery of education and other services by schools.

#### Who is covered?

- Pupils and parents (both current and prospective)
- Staff
- Other people who use the school facilities.

#### What is defined as a disability?

*‘A physical or mental impairment which has a substantial and long term adverse effect on a person’s 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’.
- ‘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 and Attention Deficit Hyperactivity Disorder (ADHD). These are 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 includes 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.

#### How is it applied to schools?

Schools must not subject a pupil to any detriment on grounds of their disability. The duty covers:

- Admissions
- Exclusions
- Education
- Benefits, facilities and services
- Extended schools services.

## **The Duties**

The Disability Equality Duty was introduced by the Disability Discrimination Act 2005. The Duty requires Schools to take a more pro-active approach to promoting disability equality and eliminating discrimination that is based on disability.

Schools have a range of duties under the DDA towards:

- Their employees and prospective employees, under Part 2.
- Other disabled service users, under Part 3.
- Their pupils and potential pupils, under Part 4.

The **general duty** applies to all schools and sets out what schools need to do when carrying out their functions, in order to “have due regard” to the need 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 of disabled people in public life.
- Take steps to meet disabled people’s needs, even if this requires more favourable treatment.
- Monitor staff and pupils by disability.

The **specific duty** relates to all publicly funded schools and requires them to demonstrate how they have to do it and what they need to record as evidence that it is done.

The main requirements of the specific duty are to:

- Prepare and publish a disability equality scheme.
- Involve disabled people in the development of the scheme.
- Implement the scheme.
- Report on progress annually.

Secondary Schools should have published their Scheme by 4<sup>th</sup> December 2006. Primary schools, special schools and PRUs must have published their Schemes by 3<sup>rd</sup> December 2007. It would be wise to incorporate the Disability Equality Scheme into the Schools Equality Scheme rather than produce a separate document. Schools must revise and review the plan every 3 years and report on progress annually.

Schools are not required to collect information on other disabled people using their services, but the general duty still applies. If schools are able to collect such information they will be in a better position to show how they promote disability equality for disabled people using the school.

## **Identifying the main priorities and deciding on actions**

The priorities for your scheme are set in light of:

- An examination of the information that the school has gathered.
- The message that the school has heard from the disabled pupils, staff, governors and parents who have been involved in the development of the scheme.
- Fit in with other priorities that the school has to address.

Some of your priorities will themselves be about:

- Improving collection and use of information.
- Extending or broadening the involvement of disabled pupils, staff and parents.

Actions to promote equality of opportunity in setting priorities should address the six elements of the general duty:

1. Promoting equality of opportunity – working proactively to make reasonable adjustments for disabled pupils at policy and whole school level.
2. Eliminating disability discrimination – for example, by disability awareness raising in staff training, by monitoring the impact of policies; reviewing and adjusting policies; raising expectations; improving communication with disabled pupils, staff, parents and other users of the school's services.
3. Eliminating disability harassment – raising awareness amongst staff and pupils of disability related harassment; understanding the nature and prevalence of bullying and harassment; involving pupils in combating bullying; ensuring that disability harassment is addressed effectively.
4. Promoting positive attitudes – by staff modelling respectful attitudes towards disabled pupils, staff and parents; ensuring representation of disabled people in senior positions in school; promoting positive images in school books and other materials.
5. Encouraging participation in public life – disabled people will be encouraged to participate where they see their disabled peers included and succeeding in the life of the school and where there are positive images of disabled people participating in public life.
6. Taking steps to meet a disabled persons needs, even if this requires more favourable treatment. Often these steps may look like reasonable adjustments but the main focus is on policy rather than the individual pupil, member of staff or parent. Action might include – additional coaching or training for disabled pupils, staff or parents; special facilities for disabled pupils at breaks or lunchtimes; a policy of interviewing all disabled applicants if they meet the essential requirements of the job.

### **Disability Impact Assessments (DIA)**

It is necessary to identify the policies, functions and plans that are relevant to meeting the Disability duty and to carry out Disability Impact Assessments. While schools need to list which policies, functions or plans will undergo a DIA, the actual assessment will be carried out as part of a general Equality Impact Assessment (EIA) covering the six equality strands. See section 10 on Equality Impact Assessments and the Schools EIA template for further guidance.

### **Implementation**

The School Development Plan identifies the actions that a school intends to take in order to meet its priorities in raising standards. The Disability Equality Scheme sets out the objectives to meet disability equality. The two documents should inform each other and make it easier to identify the actions that need to be taken to raise standards across the school and to allocate resources to those actions.

## **Roles and responsibilities for the Disability Equality Scheme**

**Responsibilities under the DDA sit precisely with the body that has the responsibility for any particular function.** So if the local authority has responsibility for admissions, the local authority has responsibility for the DDA duties in relation to admissions; if the school has responsibility for the recruitment of staff, the school has responsibility for the DDA duties in relation to the recruitment of staff and other employment related issues.

### **Responsibility for the disability equality duty lies with:**

- The governing body of a primary or secondary school.
- The trust of a city technology college, city college for technology of the arts, or an academy.
- The governing body of a community special school or a foundation special school; and
- The local authority with respect to pupil referral units that it runs.

Schools that are publicly funded but are not maintained by the local authority, including academies, city technology college, city college for technology of the arts will need to ensure that their contracts for goods and services reflect their duty to promote equality of opportunity for disabled pupils, staff and parents.

Issues that require particular considerations are:

- Employment - where the respective responsibilities of school and local authority will vary according to the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the authority;
- Procurement - regulated by the local authority. Local authority arrangements will be amended to reflect the requirements of the DDA;
- The Scheme for a pupil referral unit (PRU) is the responsibility of the local authority but as a matter of good practice, the management committee for a PRU should prepare its scheme in consultation with the local authority.

The Disability Rights commission can take action against schools who have not met their duties.

## Section 4 – Gender Equality

### The Sex Discrimination Act 1975 (SDA), amended in 2003 & 2007

#### The Legislation

The Act provides protection for individuals against discrimination on the grounds of gender in employment and when goods, facilities and services are being delivered. The act includes the delivery of education and other services by schools.

#### Who is covered?

- Pupils and parents (both current and prospective).
- Staff.
- Other people who use the school facilities.

#### What is defined as gender?

Gender includes women, men, boys and girls. The act also includes people who have changed their sex or gender (trans-gender people).

#### How is it applied to schools?

Schools must not subject a pupil to any detriment on grounds of gender. The duty covers:

- Admissions.
- Exclusions.
- Education.
- Benefits, facilities and services.
- Extended schools services.

#### The Duties

The Gender Equality Duty is a new legal requirement on all public authorities and came into effect on 6<sup>th</sup> April 2007 out of the Equality Act 2006. Individual schools are required to have set and published a Gender Equality Scheme by April 30<sup>th</sup> 2007.

The **general duty** requires public bodies (including schools and other educational establishments) to pay due regard in all their functions to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex including domestic violence and sexual bullying, violence and exploitation.
- Promote equality of opportunity between women and men in all of its functions.

The 'general duty' is supported by a set of **specific duties**, which set out steps to meet the general duty. The specific duties include the requirement to:

- Prepare and publish a gender equality scheme.
- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use gender monitoring information.
- Consult stakeholders (i.e. employees service users, pupils, governors, staff and others including trade unions) and take account of relevant information.

Schools make up the biggest proportion of public bodies covered by the gender duty and have a crucial role to play in ensuring that boys and girls benefit from equality of opportunity in all areas of life. The duty also applies to city academies, city technology colleges, city colleges for technology of the arts, and pupil referral units.

### **Gender Stereotypes**

Action to challenge stereotypes needs to be a key component of the whole school curriculum and, in particular, careers advice, work related learning, citizenship and personal, social and health education at both primary and secondary school.

If schools are to be in the forefront of promoting gender equality in terms of outcomes for pupils, then this needs to be reflected in the workforce. Whilst many schools have taken positive steps to address gender inequality many barriers still remain. It is therefore vital that the differences between boys' and girls' experiences, attitudes and achievements in school are understood, so that policies and practices can begin to break down these barriers. The gender equality duty can help schools to work towards this goal.

### **Every Child Matters**

Major policy frameworks such as 'Every Child Matters' and the 'National Healthy Schools Programme' have significantly different dimensions for girls and boys. By taking account of the impact on gender, schools will be better equipped to enable pupils to achieve and make the most of their opportunities. This can be achieved by providing classroom based lessons on gender issues such as sexual bullying, sexual exploitation and domestic violence.

### **Domestic Violence**

Domestic violence is any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexual orientation. Both men and women can be the victims of domestic violence.

### **Why is domestic violence a gender equality issue?**

Violence against women is both a cause and a consequence of gender inequality and has a devastating effect. Domestic Violence disproportionately affects women, however the affects on men should not be overlooked.

- Domestic Violence will affect 1 in 4 women and 1 in 6 men in their lifetime<sup>1</sup>
- At least 750,000 children a year witness domestic violence<sup>2</sup>
- 29 children are known to have been killed as a direct result of child contact arrangements<sup>3</sup>

### **What can schools do?**

Young people are very aware of, and in some cases acceptant of violent and abusive behaviour. A recent study found that 40% of young people have experienced some form

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<sup>1</sup> Crime in England and Wales 2006 / 07 Home Office <http://www.homeoffice.gov.uk/rds/crimeew0607.html>

<sup>2</sup> Department of Health (2002). Women's Mental Health: Into the Mainstream - Strategic Development of Mental Health Care for Women, p16. <http://www.dh.gov.uk/assetRoot/04/07/54/87/04075487.pdf>

<sup>3</sup> 29 Child Homicides, Women's Aid, 2005

of gender based violence. 59% felt they did not have enough information to advise and help their friends<sup>4</sup> and many young people believed it was acceptable to hit a woman.

Where a child or young person is not meeting all 5 outcomes of Every Child Matters, which may be due to the experience of domestic violence, the guidance must be linked to the school's child protection policy.

Schools need to consider how they can support students who are victims of gender-based violence. A key way to do this is to look at issues around domestic violence, rape and sexual consent within the PSHE curriculum and to identify a whole school approach to prevention work. Many schools have already started to develop this kind of work; some of which have been evaluated.

### **Teenage pregnancy**

There is a strong link between low educational attainment, teenage pregnancy and domestic violence:

- Nearly 40% of teenage mothers leave school with no qualifications
- 70% of teenage mothers have experienced adolescent domestic violence<sup>5</sup>.

**Schools should address young mothers' disengagement from education by examining the barriers young women face in accessing education and childcare and encourage their desire to learn wherever possible.**

The DfES has produced guidance on the education of school age parents for head teachers and local authorities [www.dfes.gov.uk/schoolageparents/](http://www.dfes.gov.uk/schoolageparents/).

The Government's Teenage Pregnancy Strategy aims to increase to 60% the participation of mothers aged 16-19 in education, training or employment by 2010, to reduce their risk of long-term social exclusion. To access the strategy follow the link below:

[www.everychildmatters.gov.uk/teenagepregnancy/](http://www.everychildmatters.gov.uk/teenagepregnancy/).

### **Sexual Bullying**

Sexual bullying can affect boys and girls. All incidences of sexual bullying and harassment should be recorded and sexual bullying should be included in the school's anti-bullying policy. Sexual bullying can include:

- Using sexual words to put someone down.
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material.
- Graffiti with sexual content.
- Sexual assault or rape.

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<sup>4</sup> EVAW Poll (2006)

<sup>5</sup> Kulkami (2006)

Teachers should be trained to deal with the issues and a peer mentoring scheme should be set up for pupils. Whole school awareness campaigns should aim to stop sexual bullying and promote gender equality.

## The Gender Equality Scheme

This section sets out the school context in terms of how you have undertaken the development of the Scheme to meet the gender equality duty.

### Consultation and information collection

The specific duties require you to consult stakeholders when preparing your scheme. The requirement is to consult employees, service users and others (including trade unions) who appear to have an interest in the way the school carries out its function.

Key stakeholders would include:

- Pupils
- All members of staff (teaching staff, support staff, cleaners/caretakers, adult/student volunteers acting as mentors)
- School governors
- Parents/ carers
- The local authority
- The local community
- Local partners including other local schools, local FE and HE providers, the Local Learning and Skills Council.

### Employment

National gender monitoring data suggests that the teaching profession is female dominated but women are under-represented in senior posts. Primary teaching exhibits the highest levels of gender segregation with under 20% of teachers being male. Schools should therefore look at initiatives to support the recruitment and retention of male teachers, particularly in primary schools.

Although many members of staff in schools are employed by local authorities, in most instances, appointments, promotion and pay decisions are taken by the Governing Body and an increasing number of schools do directly employ members of staff.

In exercising your employment functions you need to pay due regard to the need to promote gender equality and eliminate gender discrimination and harassment. The gender duty applies to transsexual people, i.e. those who intend to undergo, are undergoing or have undergone gender re-assignment. You must also work to eliminate discrimination and harassment towards transsexual staff.

### Setting objectives

In identifying gender equality objectives schools should develop a broad understanding of the major gender equality issues that are relevant to you. This includes policies, service provision, public functions and employment practices. You need to develop a list of

priority objectives and provide evidence as to why they are the most important areas to focus on. The objectives need to be challenging but achievable and reflect a strategic overview of the most significant priorities for your school as a whole.

**Key objectives for you to address may include:**

- Boys and girls underachievement.
- Gender stereotyping in careers advice and work related learning.
- Children and young people's attitudes towards gender equality.
- Sexist bullying.
- The use of derogatory language and teenage attitudes towards gender related violence.
- The needs of children affected by domestic violence using the framework of Every Child Matters.
- The prevention framework that currently exists in Haringey.
- Gender equality issues in the workforce.
- The gender pay gap.
- Training for teaching/ support staff to deal with gender equality issues.

**Objectives on the gender pay gap**

You need to consider the objectives that address the causes of any pay gap in the workforce. Even though you may not set your own pay systems, as an employer, you are equally liable under the Equal Pay Act for their implementation. Under the duty you are required to gather sufficient information to enable you to ensure that any pay decision you make is free from discrimination.

As a school you exercise some discretion over local pay matters and so you need to ensure that you have eliminated the risk of discrimination in these pay decisions e.g. placing new teachers or teachers returning from maternity leave on pay scale, and pay progression for advanced skills teachers and those in leadership roles.

**Gender Impact Assessments (GIA)**

It is necessary to list the policies, functions and plans that are relevant to meeting the Gender duty and to carry out Gender Impact Assessments. While schools need to outline explicitly which policies, functions or plans will undergo a GIA, the actual assessment will be carried out as part of a general Equality Impact Assessment (EIA) covering the six equality strands. See section 10 on Equality Impact Assessments and Schools EIA Template.

**Implementation**

The School Development Plan identifies the actions that a school intends to take in order to meet its priorities in raising standards. The gender equality scheme sets out the objectives to meet gender equality. The two documents should inform each other and make it easier to identify the actions we need to take to raise standards across the school and to allocate resources to those actions.

## Roles and responsibilities under the Gender Equality Scheme

Local authorities (LA) have responsibility for the strategic planning of the delivery of education services across their area, which includes:

- Planning the supply of school places for a given area, taking account of gender population trends and transport patterns across authority boundaries.
- Arranging suitable transport for children who need it, especially in rural areas, to support parental choice.
- Securing fair school admissions policies and making sure that every child has access to a suitable school place, or has suitable provision made for him or her outside mainstream school.
- Taking decisions, in consultation with schools, about the distribution of the schools budget to take account of schools' differing needs to promote gender equality.
- Drawing up the over-arching strategy for all services affecting children and young people in the local area in their Children and Young People's Plan.

The LA also have responsibility for providing advice and training to schools, and this will form a key part of the role of the local authorities in relation to the gender equality. This will include raising awareness of violence against women and girls, including sexual bullying, sexual exploitation and domestic violence as an equality issue with a gender analysis.

Where the LA is the direct employer of staff in schools, they will need to pay due regard to the need to eliminate unlawful discrimination and promote equality of opportunity in their employment practices.

LA's are the key partners in a number of partnerships, they should consult with other stakeholders, including schools, on how they will ensure that they pay due regard to the need to promote gender equality in the work of these partnerships.

**The legal responsibility for implementing the gender equality duty within a school rests with the governing body.** In particular, the governing body needs to ensure that the requirement to promote gender equality is clearly reflected in the school's appointment and employment processes, and in those aspects of staff pay that are determined by schools.

With regard to Academies, City Technology Colleges, City Colleges for the Arts, the proprietor has legal responsibility for implementing the gender equality duty.

The gender duty fits with the governing body's broader responsibilities which include a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement, including:

- Setting targets for pupil achievement by gender.
- Making sure that the curriculum is gender balanced and broadly based.

- Appointing staff and reviewing staff performance and pay.

It is crucial that school governors understand the impact of gender in relation to employment policies and procedures, and that they ensure their employment policies and procedures do not discriminate against women and men.

Understanding gender impact assessments and implementing the gender duty will ensure that the needs of boys and girls and women and men are met. The LA should provide advice and training for school governors, including awareness raising training on violence against women and girls, including domestic violence, sexual bullying and sexual exploitation.

School governors should ask staff to explain the basis on which they are making proposals for gender equality objectives, and what evidence they have to support their proposals. They should also be clear on how the gender equality objectives relate to the working of the school and what specific outcomes they are seeking and the actions designed to achieve them.

Governors should find out what stakeholder consultation has been carried out to develop the gender equality objectives. They should also establish how the school intends to monitor progress towards their objectives.

## Section 5 – Religion and Belief Equality

### The Equality Act (Religion and Belief) 2006

#### The legislation

The Equality Act 2006 protects individuals against discrimination on grounds of religion or belief in employment and when goods, facilities and services are being provided. The Equality Act applies to the delivery of education and other services in schools.

The body responsible for ensuring that no discrimination takes place depends on the type of school. For maintained schools, it will be the LA or governing body, depending on who took the decision or action complained of. For independent schools and special schools not maintained by the LA, the responsible body will be the proprietor of the school.

#### Definitions of Discrimination

The law protects against discrimination on grounds of:

- A person's actual or perceived religion.
- A person's lack of religion or belief (e.g. if a person does not adhere sufficiently to a religion or they have no religion at all (e.g. atheist).
- The religion or belief of people with whom a person is associated (e.g. family or friends).

The definition makes it clear that unlawful discrimination can include discrimination against another person of the same religion or belief as the discriminator.

#### Who is covered?

- Pupils and parents (both current and prospective)
- Staff
- Other people who use the school facilities.

#### What is defined as a religion?

The definition of religion includes all the major faith groups while "belief" will include non-religious worldviews (e.g. humanism). Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity.

In defining what constitutes a religious belief the act outlines three key features:

- A clear structure and belief system;
- A certain level of cogency, seriousness and cohesion; and
- Not be incompatible with human dignity.

It is not however intended to include political beliefs such as Communism or support for any particular political party.

### **How is it applied to schools?**

Schools must not subject a pupil to any detriment on grounds of their religion or belief - or lack of it. The duty covers:

- Admissions
- Exclusions
- Education
- Benefits, facilities and services
- Extended schools services.

### **Religion and Belief Impact Assessments**

Schools have a duty to carry out Religion and Belief Impact Assessments on policies, practices and procedures to identify whether there are any discriminatory outcomes for people on grounds of religion or belief. As with other Impact Assessments, Haringey Council advises schools to consider religion and belief as part of the general Schools Equality Impact Assessment process, as outlined in section 10.

### **Exclusions**

A key aspect of the education provisions in Part 2 of the Act is the provision that makes it unlawful to exclude any pupil from school on the basis of religion or belief (or lack of it). There is no exception from this provision.

Existing Government guidance on exclusions makes it clear that pupils should only be excluded from school as a last resort and those exclusions should only be made on grounds of a pupil's behaviour.

### **School Uniform**

In setting school uniform/appearance policies, governing bodies must ensure their policy is reasonable and fair, taking account of pupils drawn from particular social, religious or racial groups and those with a disability or special educational needs.

### **Exemptions**

Limited exemptions to the non-discrimination provisions were introduced in the following areas.

### **Faith Schools**

Faith Schools can:

- Give priority in admissions to students on the basis of their faith
- Restrict certain services and benefits they offer to pupils who share the faith of the school, and offer them in other ways to pupils who have a different belief or no belief at all.

Faith Schools should not:

- Subject the pupil to detriment or exclude a pupil once they have been admitted to the school
- If the school is unfilled they must admit pupils who apply – regardless of their faith.

### **Curriculum Content**

There is a broad exemption in the Act enabling schools to deliver a broad based and inclusive curriculum to which all pupils are entitled without fear of challenges based on the religious views of parents or pupils.

This includes:

- Teaching Religious Education.
- The teaching of evolution theories in science classes.
- Use of technology to teach pupils.
- Selecting literature or texts for study which promote discussion among pupils.

### **Collective Worship**

Maintained schools are normally required to provide a daily act of worship. Schools can continue to carry out collective worship as well as activities around religious festivals, e.g. the Harvest Festival or Eid.

Parents have the right to withdraw their children from collective worship. However parents of other religions cannot claim their children are discriminated against (on grounds of religion or belief) simply because the school does not provide those facilities.

## Section 6- Sexual Orientation

### The Equality Act (Sexual Orientation) Regulations 2007

#### The legislation

The Equality Act (Sexual Orientation) Regulations 2007, in force from 30 April 2007, make discrimination on the grounds of sexual orientation unlawful when goods, facilities and services are being provided. All schools are covered by the regulations, including maintained, special schools, academies and independent schools.

#### Who is covered?

- Pupils and parents (both current and prospective).
- Staff.
- Other people who use the school facilities.

#### Definitions of Discrimination

The law protects against discrimination on grounds of:

- A person's actual or perceived sexual orientation.
- The sexual orientation of an associate e.g. family member.

*Schools do not have a duty to carry out Equality Impact Assessments in terms of sexual orientation. However, it is best practice to assess the impacts of policies, practices and procedures to identify whether there are any discriminatory outcomes for people on grounds of sexual orientation.*

#### How is it applied to schools?

Schools must not subject a pupil to any detriment on grounds of their sexual orientation - or lack of it. The duty covers:

- Admissions.
- Exclusions.
- Education.
- Benefits, facilities and services.
- Extended schools services.

#### Definition of Sexual Orientation.

Sexual Orientation is defined as a sexual orientation towards persons of the:

- Same sex (gay or lesbian).
- Opposite sex (heterosexual).
- Same sex and of the opposite sex (bisexual).

Discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, in the same circumstances and that treatment is because of their (actual or perceived) sexual orientation or that of an associate, such as a parent, carer or friend.

## **How the legislation applies to schools**

Schools will need to make sure that gay, lesbian or bisexual (LGB) pupils, or the children of LGB parents, are not singled out for different or less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair or less favourable treatment of such pupils. This can be achieved through the Equalities Impact Assessment process. Schools should also ensure their anti-bullying policy makes specific reference to homophobic harassment.

## **Admissions**

The School Admissions Code, which applies to all maintained schools and academies already prohibits any discrimination on the basis of a pupil's or parent's sexual orientation, or indirect discrimination by, for example, giving priority to pupils whose parents are married. Should such arrangements be proposed Haringey Council would be under a duty to object to them and parents would also have the power to object.

## **Teaching and the curriculum**

Schools should make sure that they do not discriminate in delivering any part of the school curriculum or extra-curricular activities. Personal, Social and Health Education (PSHE) and Sex and Relationship Education (SRE) should meet the needs of all young people, whatever their developing sexual orientation or family circumstances. Schools can exercise flexibility to ensure that SRE is taught in a way that is appropriate to the school's ethos.

Offering less favourable treatment, segregating or restricting opportunities to an individual because of their sexual orientation is also unlawful. So, for example, schools must not prevent pupils from representing the school or attend a school trip because they are (or are perceived to be) gay, lesbian or bisexual.

## **Conflict with religious freedom**

Some views on sexual orientation are rooted in religious belief and this has led to concerns about the impact that these regulations will have on religious freedom in faith schools. Non-denominational maintained schools and voluntary controlled denominational schools teach Religious Education (RE) according to the locally agreed syllabus and voluntary aided schools teach RE according to the tenets of their faith. The regulations do not prohibit faith schools from teaching according to an aspect of their belief or faith and they do not prevent individual teachers expressing their views in this area. So for example, if a school teaches that some faiths decree that same-sex sexual activity is a sin then the school will not be acting unlawfully. However, if the teacher presents their view in a way which is threatening or degrading towards an individual or group of people, then this could constitute unlawful harassment.

It is good practice to present religious views within their context and to respect the fact that no person should be made to feel degraded or threatened because of their sexual orientation. Most religions and faiths are based on principles of fairness and justice. It is important to differentiate between having a belief and using that belief to disadvantage or discriminate against particular individuals or groups.

## **A Balanced Perspective**

Offering a balanced view of sexual orientation should form part of the school's approach to addressing issues of social justice and human rights. Identifying appropriate places to recognise the contributions of gay, lesbian and bisexual people to areas within the curriculum will help to promote an atmosphere of inclusiveness and respect.

It is also important to recognise that ideas about sexual orientation are often tied up with concepts of gender, ethnic, and religious identity. Discussing the rights of lesbian, gay and bisexual people along side issues of age, gender, racial, disability and religious equality will promote greater awareness of the cross cutting factors that impact on an individual's identity.

## **Tackling Homophobia**

Tackling homophobia will require schools to take action to educate staff and young people about the negative impact it has. Individuals who experience homophobia are more likely to be truant, to experience depression and are less likely than their peers to enter into further or higher education. A study carried out by the DfES in 2004 found that 82% of teachers were aware of verbal incidents and 26% were aware of physical incidents relating to a person's sexual orientation<sup>6</sup>.

Students and teachers should be aware that homophobic language such as the use of 'gay' as a derogatory term is unacceptable. Homophobic incidents should be treated with the same level of response as other forms of discrimination and should be monitored via the discriminatory incidents logging process. Appropriate and confidential support should be offered to those who have experienced homophobic harassment, if necessary sign-posting them to appropriate support agencies. Providing resources such as websites, local organisations and advisory contacts will help to support individuals and will demonstrate the school's commitment to eliminating homophobia.

The Greater London Authority and Stonewall have produced a video called "Spell It Out" which deals with combating homophobia in schools.

## **Employment**

The Employment Equality Regulations (Sexual Orientation) 2003 make it unlawful to discriminate, harass or victimise a person on grounds of their (actual or perceived) sexual orientation in employment and vocational training. This means that schools and colleges:

- Cannot refuse to employ someone, nor decide to dismiss someone, because of their sexual orientation.
- Cannot refuse access to training, or to promotion, on the basis of sexual orientation.
- Must act to protect employees against bullying or harassment suffered because of their sexual orientation.

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<sup>6</sup> Stand Up for Us: Challenging homophobia in schools. Department for Education and Skills 2004.

- Cannot deny workers benefits that they offer to other employees – for example, insurance schemes, travel concessions, social events on grounds of sexual orientation.
- Cannot give an unfair reference because of their sexual orientation.

### **Exemptions for Religious Organisations**

A few religious organisations will be permitted to discriminate on grounds of sexual orientation if the employment of a person of a particular sexual orientation is a Genuine Occupational Requirement for their role. They would have to demonstrate that it is essential to:

- the purpose of the organised religion;
- doctrine of the religion;
- the ‘strongly held religious convictions of a significant number of the religion’s followers’.

Genuine Occupational Requirements will be justified in a very narrow range of employment for example, ministers of a religion plus a small number of posts outside the clergy, including those who exist to promote and represent religion.

**It would not be considered a Genuine Occupational Requirement for a teacher in a faith school to be heterosexual as it is not considered significantly relevant to their job role.**

**Therefore, it is unlawful for any school, including faith schools to allow lesbian, gay or bisexual teachers to be treated less favorably than heterosexual employees.**

## Section 7 – Bullying and Discriminatory Incidents

### Haringey Local Safeguarding Children Board Anti-bullying and Discriminatory Policy Framework

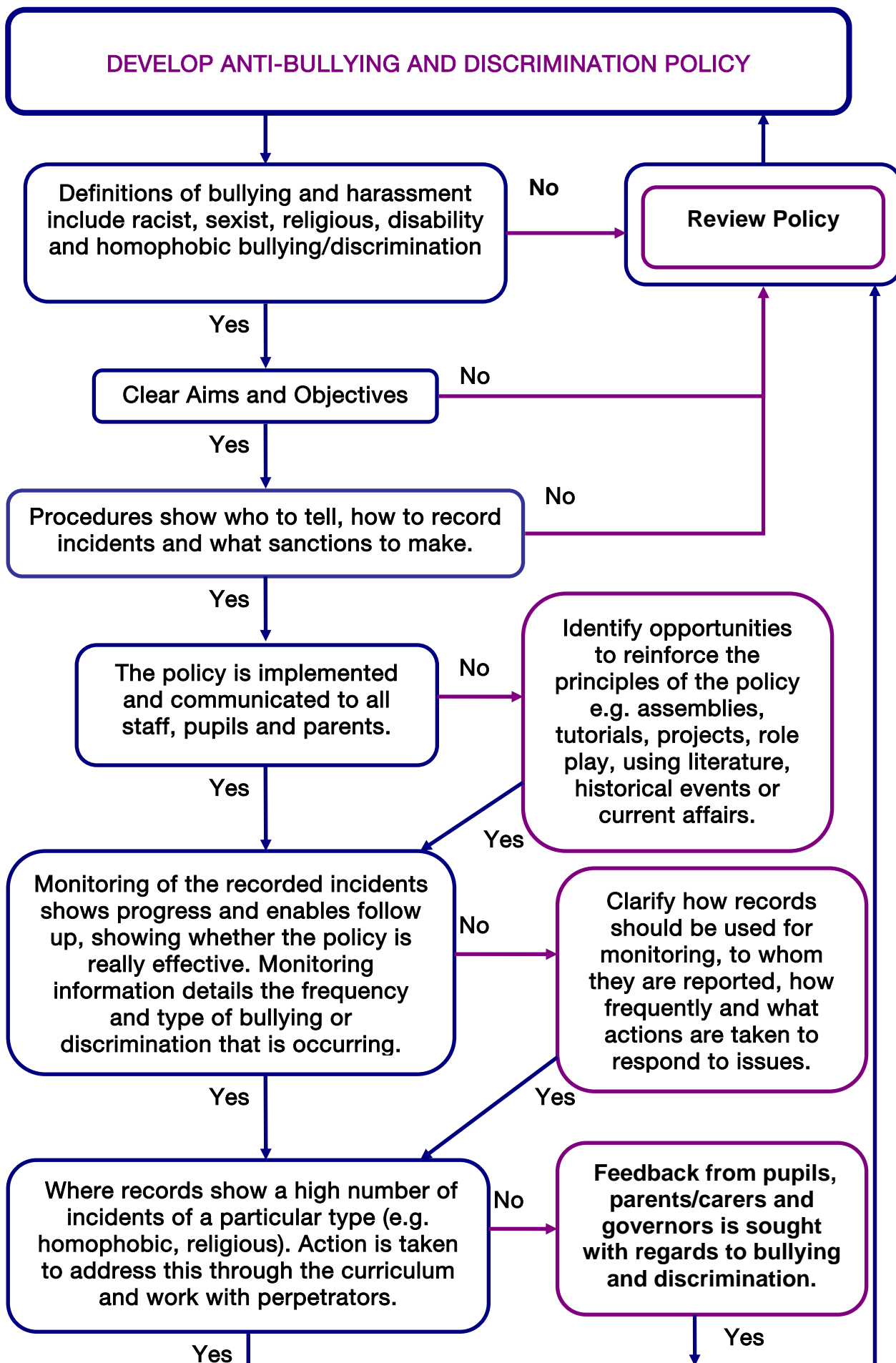
A key aspect of a school's duties and responsibilities under Equality legislation is to prevent harassment, bullying and discrimination. The scheme is therefore interlinked with a school's policies and strategies relating to this area. Schools are required to collect data on bullying and discriminatory incidents and submit it on a termly basis to the Children and Young People's Service using the *Bullying and Discriminatory Incident Summary Form*.

This data is then monitored by the Quality Assurance sub-group of the LSCB. Completed summary forms should be sent to [Debbie.Cotterill@haringey.gov.uk](mailto:Debbie.Cotterill@haringey.gov.uk) no later than two weeks after the end of the previous term (the summer term data must be submitted two weeks into the new academic year).

Schools are required to:

- Regularly review their policy in line with the Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.
- Record all incidents and the nature of the bullying or discrimination.
- submit data on bullying and discriminatory incidents to the Children and Young People's Service.
- Analyse the information and use it to develop strategies for prevention against racism, homophobia, sexism, disability and religious harassment.
- Provide appropriate support for victims and create a 'safe to tell environment' and offer alternative ways of reporting.
- Ensure that perpetrators of bullying and/or discrimination receive the support they need to address their behaviour.
- Provide links to appropriate external support agencies.
- Sign up to and prominently display the anti-bullying charter (available at [http://www.dcsf.gov.uk/bullying/pack/CharterPoster\\_A4.pdf](http://www.dcsf.gov.uk/bullying/pack/CharterPoster_A4.pdf))
- Ensure that by their own behaviour and relationships, staff model the behaviour that is expected from children and young people.
- Identify training needs within the school or service and provide as appropriate.
- Address bullying and discrimination through assemblies and the curriculum or relevant programmes.
- Participate in initiatives organised by the Haringey Local Safeguarding Children Board, Children and Young People's Service or nationally (e.g. Anti Bullying Week, Healthy Schools) to encourage best practice and highlight the issues of bullying and discrimination.

Below is a hyperlink to the LSCB Anti Bullying and Discriminatory Policy Framework:  
[http://harinet.haringey.gov.uk/250 - anti-bullying\\_policy.pdf](http://harinet.haringey.gov.uk/250 - anti-bullying_policy.pdf)



## Section 8 - Employment Practices

The governing body and Headteacher of the school have considerable responsibility in all aspects of the recruitment and selection of staff. Effective processes are central and crucial to the successful running of all schools and therefore have a direct impact on raising educational achievement.

The recruitment process is often the first encounter that individuals have with a school and therefore it is of vital importance that candidates leave with a positive image of the school.

Through evidence schools need to demonstrate that they observe and implement the principles set out in the Schools Personnel Handbook, in relation to employment practices that cover equality and diversity. The findings from monitoring should be reflected in your equal pay audit.

### **Recruitment and selection procedures ~ Section 14**

- Equal opportunities and a summary of employment legislation
- Job analysis
- Job descriptions
- The personal specification
- Job Evaluation
- Planning the selection process
- Advertising
- Information packs
- Appointment and pre-employment checks
- The successful candidate
- Unsuccessful candidates

### **Equal opportunities in employment ~ Section 16**

- The Law
- Direct and Indirect discrimination
- Genuine Occupational Qualifications
- Equal Opportunities Monitoring
- Specific Duties under the Race Relations Amendment Act
- Model equal opportunities policy
- Equalities Goals and aims

### **Law – Education and Employment ~ Section 21**

- Personnel advice for schools
- Employment Law and Schools
- Employment Legislation

### **Practice Guidance: Recruitment and Selection of staff (LSCB Haringey)**

Haringey Local Safeguarding Children Board considers an enhanced disclosure to be mandatory for all posts that may involve contact with children.

## Section 9 - Contracting and Procurement

**Schools will need to bear in mind that when they procure goods and services from external suppliers they will need to ensure that they have taken the relevant equality duties into account.**

Schools are directly responsible for purchasing some goods and services such as maintenance, cleaning and security.

Asking the following questions will help:

- Could this procurement affect our duty to eliminate discrimination and harassment and promote equality of opportunity between:
  - Boys and girls and men and women.
  - People of different racial groups.
  - People who have disabilities.
  
- If so, do we need to include any gender, race or disability equality requirements within the contract and if yes, what requirements are necessary?

As a minimum, schools would need to ensure that they include contract conditions requiring their contractors to comply with the Sex Discrimination Act and the Equal Pay Act, The Race Relations Amendment Act and the Disability Discrimination Act and to secure similar compliance by any sub-contractors.

## 10 - Conducting Equalities Impact Assessments (EIA)

Under Equalities legislation schools must carry out:

- Race Impact Assessments
- Gender Impact Assessments
- Disability Impact Assessments
- Religion and belief Impact Assessments

As a matter of best practice schools are advised to include Sexual Orientation within their EIA process.

It is necessary to explicitly outline which policies, practices and functions are considered relevant to promoting equality however it is not necessary for separate impact assessments to be carried out for each strand.

### **What is an Equality Impact Assessment?**

An EIA is a thorough and systematic analysis of a policy, function or plan - whether written or unwritten, formal or informal, and irrespective of the scope or the size- to estimate the likely equality implications either of implementing a new policy or initiative or of the operation of a current policy, function or service.

### **What is the purpose of an Equality Impact Assessment?**

The purpose of an EIA is to assess and record the likely differential and / or adverse impacts of a policy, function or service on specific equality target groups. If it is decided that the policy has an adverse impact, the school must consider alternative policies that might better achieve the promotion of equality of opportunity or measures which might be employed to mitigate any adverse impact. The assessment process allows schools to make sure that different equality strands are equally served by the policy so that no pupils, staff or parents are unfairly disadvantaged.

### **When should an impact assessment be carried out?**

Equality Impact Assessments should be carried out while a policy, function or plan is being developed or revised. It is a statutory requirement for schools to carry out Equality Impact Assessments on all key policies, functions or services listed within the Equality Scheme as being relevant to promoting equality and preventing discrimination.

In determining the relevance of policies, functions or services it is best to consider them in relation to how they promote the key aspects of the equalities duties as they apply to race, gender and disability:

- to eliminate unlawful discrimination;
- to promote equality of opportunity; and
- to promote good relations and participation.

A relevance test will enable you to identify the policies, functions or plans that have a high, medium or low relevance to meeting the duties. This will enable you to prioritise which policies should undergo an EIA and help you to develop a three year EIA timetable.

**Equality Impact Assessments – Test of Relevance**

<b>Relevance Rating</b>	<b>Criteria</b>	<b>Most likely characteristics of policies, services or functions.</b>
<p><b>High</b> <b>(To be carried out in year 1)</b></p>	<ul style="list-style-type: none"> <li>▪ Function is relevant to all or most parts of the general duty regarding:                             <ul style="list-style-type: none"> <li>- Race</li> <li>- Disability</li> <li>- Gender</li> <li>- Religion / Belief</li> </ul> </li>   <li>▪ There is substantial evidence that some equality target groups are (or could be) differentially affected by the function.</li>   <li>▪ There is some public concern about the function.</li> </ul>	<p>A service or function that has a considerable influence over a high number of pupils / teachers/ parents.</p>
<p><b>Medium</b> <b>(To be carried out in year 2)</b></p>	<ul style="list-style-type: none"> <li>▪ The function is relevant to most parts of the general duty regarding:                             <ul style="list-style-type: none"> <li>○ Race</li> <li>○ Disability</li> <li>○ Gender</li> <li>○ Religion / Belief</li> </ul> </li>   <li>▪ There is some evidence that some equality target groups are (or could be) differentially affected.</li>   <li>▪ There is some public concern about the function.</li> </ul>	<p>A service or function that has occasional impact on pupils / teachers / parents but where there is limited scope for or evidence of differential treatment.</p>
<p><b>Low</b> <b>(To be carried out in year 3)</b></p>	<ul style="list-style-type: none"> <li>▪ All other policies, services and functions.</li> </ul>	<p>Back office support functions that do not directly impact of pupils / teachers / parents.</p> <p>Front – facing service that has almost no scope for differential treatment.</p>

### **Who should conduct the impact assessment?**

An assessment team with a lead officer should be established to carry out the assessment. The EIA team may include:

- Governors and teaching staff.
- Those who deliver the policy , function or plan.
- Staff who have a specialist awareness of equalities.
- People who may offer a ‘challenge’ to the views you have developed.

### **Developing equality objectives and targets**

Developing equality objectives is the most effective way of monitoring and evaluating policies and ensures compliance with statutory duties. Equalities objectives will come out of EIA and should be measured as part of your key performance monitoring framework. An EIA may identify that there is a lack of data to give an accurate picture of the issues affecting particular groups; one of the actions would therefore be to start collecting more accurate equalities data.

### **Which equality target groups need to be assessed?**

Within each equality strand there may be particular equality target groups who are identified as facing potential discrimination, depending on the context of your school. You may find that a policy, strategy or function has a higher impact on one particular ethnic group, or people with a particular type of disability. It is important to recognise the issues that relate to specific equalities strands while carrying out the EIA. For example, when assessing the impacts in terms of gender, specific considerations should be given to addressing sexual bullying and exploitation and issues of domestic violence.

Haringey Council have developed a Schools Equality Impact Assessment process (appendix 1 of this document) which can be downloaded from Haringey’s website or through contacting the Equalities Team. The framework includes a list of key questions to address at each stage of the process. It is not a definitive list but outlines the types of questions that will generate the information required to assess the impact of a policy/service/function on different equality strands.

## Section 11 – Equality Scheme Action Plan

You are required to set out in your Scheme the steps you are going to take to meet the general duty for race, disability and gender and where possible religion and belief and sexual orientation. In the scheme itself you need to identify priorities, and a series of actions that will need to be taken to make sure that your school makes progress against those priorities. The actions need to be developed into an action plan. The Action plan should be sufficiently explicit to enable the school to judge whether or not you have achieved the targets set.

### Integrating the scheme with the SDP

The Schools' Development Plan (SDP) identifies the actions that the school intends to take in order to meet priorities for raising standards. The School Equality Scheme outlines the actions to promote equality. The two documents should inform each other as it makes it easier to identify the actions that need to be taken to raise standards across the school and to allocate resources to those actions.

Integrating the Schools Equality Scheme into the SDP enables your school to:

- Demonstrate how promoting equality can help raise standards.
- Ensure your equality priorities are part of the school's core business.
- Ensure your priorities for raising standards and the actions outlined to meet these priorities will not undermine the promotion of equality.

The action plan combines the actions that have been identified under race, disability and gender, but detailed separately so that progress can be individually monitored and evidenced across the three areas of the Scheme.

## Section 12 – Reporting and reviewing the scheme

Schools may find it helpful to **appoint a working group**, of four or five people from a range of perspectives to steer the development of the Schools Equality Scheme and to report to the governing body. It may consist of a senior manager, at least a disabled person who is a stakeholder of the school, a senior pupil or representative of the school council, a parent or a partner.

Schools are required to **report on their Scheme annually**. In the annual report on their scheme schools should report on:

- The progress they have made on their action plan.
- Improved outcomes based on ethnicity, disability and gender by pupils and staff.

The report on the scheme may be in a separate document or as part of another document.

Schools are required to review and revise **the Schools Equality Scheme every three years**. As part of the review schools will need to:

- Revisit the information that was used to identify the priorities for the scheme.
- Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for different ethnic groups, disabled people, boys and girls, men and women.

The review of the Scheme will inform its revision of how the school sets new priorities and new action plans for the next Scheme.

Schools will need to be able to **evaluate the effectiveness of their scheme** and reflect this evaluation in their discussions with their school improvement partner.

**Schools will be required to report on the progress of their School Equality Scheme as part of the self-assessment process during Ofsted inspections.**

## Section 13– Publication

The Schools Equality Scheme should be published as a separate document and the school must be able to provide a copy to anyone asking for it.

## Section 14 - Links, documents and useful information

The following documents have been used to produce this scheme and they can be referred to for more detailed information or further assistance in the implementation of the Schools' Equality Scheme. For further advice and guidance please contact **Arleen Brown** Senior Equalities Officer – Children & Young People Services on **0208 489 2579**.

### Race

**The Duty to Promote Race Equality – A Guide for Schools**  
CRE, 2002.

**Code of Practice on the Duty to promote Race Equality**  
CRE, 2002.

**Ethnicity and Education: The evidence on minority ethnic pupils aged 5 – 16**  
DfES, 2006.

**Minority Ethnic Attainment and Participation in education and training: The Evidence.**  
DfES, 2003.

**Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools**  
Ofsted, 2002.

**Aiming High: Guidance on Supporting the Education of Asylum seeking and Refugee Children.**  
DfES, 2004.

**Aiming High: Meeting the Needs of newly arrived learners of English as an additional language.**  
DfES, 2005.

**Getting it. Getting it Right**  
DfES, 2006.

### Community Cohesion

**Guidance on the Duty to Promote Community Cohesion**  
DCFS, 2007.

**Community Cohesion Education Standards for Schools**  
DCLG, 2004

**Teachernet guidance and case studies on Community Cohesion in schools**  
<http://www.teac-hernet.gov.uk/wholeschool/communitycohesion/>

## Disability

**Accessible Schools: Summary Guidance**  
DfES 2002

**Implementing the Disability Discrimination Act in Schools and Early Years**  
DfES 2006

**The Duty to Promote Disability Equality: Statutory Code of Practice and guidance for Schools**  
Disability Rights Commission (DRC), 2006

The Equality and Human Rights Commission also provides a short summary for schools and a booklet for all public authorities:

**The Disability Duty: *What does it mean for schools in England and Wales?***  
Disability Rights Commission (2006)

**Doing the duty:** An overview of the Disability Equality Duty for the Public Sector.  
<http://www.dotheduty.org/>

Teachernet guidance on reasonable adjustments and the Disability Duty in education:  
<http://www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/ddapart0/>

## Gender

**The Gender Equality Duty and Schools: Guidance for public Authorities in England**  
EOC March 2007  
[http://www.equalityhumanrights.com/Documents/Gender/Education/Gender\\_Equality\\_Duty\\_and\\_Schools\\_Guidance.doc](http://www.equalityhumanrights.com/Documents/Gender/Education/Gender_Equality_Duty_and_Schools_Guidance.doc)

**Equality and Human Rights Commission: Gender equality**  
<http://www.equalityhumanrights.com/en/yourrights/equalityanddiscrimination/gender/pages/introductiontogender.aspx>

**Domestic violence and children: Good Practice Guidelines**  
Home Office 2005  
<http://www.crimereduction.homeoffice.gov.uk/dv/dv08e.pdf>

**Child & Women Abuse Studies Unit**  
[www.cwasu.org](http://www.cwasu.org)

**End Violence Against Women**  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

**Greater London Domestic Violence Unit**  
[www.gldvp.org.uk](http://www.gldvp.org.uk)

**Tackling Domestic Violence: Silence Is Not Always Golden: NUS 2005**  
<http://www.teachers.org.uk/resources/pdf/Domestic16pp-3902.pdf>

## Religion and Belief

**Haringey Council's Faith in Education guidelines**  
[http://harinet.haringey.gov.uk/index/children\\_and\\_families/education/information\\_for\\_parents/faitheducation.htm](http://harinet.haringey.gov.uk/index/children_and_families/education/information_for_parents/faitheducation.htm)

**Teachernet Equality Act (Religion and Belief): Guidance for schools**  
<http://www.teachernet.gov.uk/wholeschool/equality/religion/>

## Sexual Orientation

**Stand Up for Us: Challenging Homophobia in Schools**  
Department of Health 2004  
[http://www.wiredforhealth.gov.uk/PDF/stand\\_up\\_for\\_us\\_04.pdf](http://www.wiredforhealth.gov.uk/PDF/stand_up_for_us_04.pdf)

**The School Report**  
Stonewall 2007  
[http://www.stonewall.org.uk/education\\_for\\_all/research/1790.asp](http://www.stonewall.org.uk/education_for_all/research/1790.asp)

**Homophobia, Sexual Orientation and Schools: a Review and Implications for Action**  
Department for Education and skills.  
<http://www.dfes.gov.uk/research/data/uploadfiles/RR594.pdf>

**Teachernet Guidance on promoting sexual orientation equality**  
<http://www.teachernet.gov.uk/wholeschool/equality/sexualorientation/>

**Safe to Learn**  
DCFS, Stonewall, Educational Action Challenging Homophobia  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00668-2007&>

**Schools Out**  
<http://www.schools-out.org.uk/>