



Single Equality Scheme Policy

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This scheme encompasses a number of areas of equality which have been combined together into one Equality Scheme. The areas are set out below.

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Section 1 – Introduction

1.1) Blanche Nevile School's Equality scheme is a combined Scheme (Generic-GES) that covers age, disability, gender, race, religion or belief and sexual orientation. Our school's Equality Scheme also includes how we will meet requirements under the Employment Equality (Religion and Beliefs) Regulations 2003; Employment Equality (Sexual Orientation) Regulations 2003 and Employment Equality (Age) Regulations 2006. There is also a need to address bullying and discriminatory incidents, as these issues are prevalent in race, disability, gender and homophobic incidents.

1.2) In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. This scheme will be monitored and delivered through the Governing Body's role, our school development plan and self evaluation process.

1.3) We will ensure that every pupil irrespective of race, disability, gender religion or sexual orientation is able to achieve high standards and that strategies are in place to tackle discrimination and under achievement. The school aims to make sure that every pupil has access to the necessary support required to enable them to achieve their full potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are transparent, fair and effective.

1.4) Our intention is that adults working in the school either as an employee or as a volunteer include as far as possible, appropriate representations of ethnic groups and disabled people, as well as deaf people. We believe that this will promote good role models for all pupils.

1.5) We will strive to include pupils, staff, parents/carers, governors and other stakeholders in the development of this scheme. They need to be involved from the beginning of the process which needs to include the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the diverse needs of our students and wider community.

1.6) At Blanche Nevile School the pupil is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of ourselves and of pupils' social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

Section 2 The Race Equality Policy including Community Cohesion

Race Relations Act 1976 (RRA), amended in 2000

2.1 Policy purpose

The purpose of this policy is to provide a statement of Blanche Nevile School's commitment to promoting race equality. This policy will identify practical arrangements as well as monitoring and review procedures to ensure that there is zero tolerance for any form of racial discrimination at Blanche Nevile School.

2.2 Scope of the policy

This policy applies to all employed staff, volunteers, governors and members of agencies or organisations invited to contribute, on site, to the life of Blanche Nevile School. References to 'staff' throughout the policy should be read and understood to include these broader groups.

2.3 Race equality: definition & meaning

2.3.1) The school understands racial inequality to exist whenever or where ever there are decisions or procedures which lead to members of staff or students of a particular racial group being disadvantaged in any way.

2.3.2) The race equality policy covers both the deliberate intended consequences of decisions and actions as well as the indirect and non intended outcomes of decisions and actions.

2.4 Race equality: statement of general responsibility

All staff, students and visitors have a general responsibility to:

- promote racial equality across the school and report any incidents of racism of which they become aware
- ensure that decisions and actions are *impact assessed* before they are implemented so that any negative racial consequences can be identified and removed *prior* to implementation.

2.5 How the school is committed to promoting race equality

2.5.1) Languages:

- a. Home languages of our pupils are respected and promoted, alongside the school community languages of BSL and English.
- b. Blanche Nevile School ensures that all pupils and staff have access to BSL within the school
- c. Interpreters and translations ensure that parents/carers have access to meetings and reports on their child's progress

2.5.2) Celebrations and events:

- a. the school promotes tolerance, respect and appreciation of diversity in all aspects of the school life
- b. All members of the community, including parents, carers and governors are encouraged to join in a diverse range of celebratory events.

2.5.3) Teaching and learning:

- a. NQT mentors support NQTs to meet the professional standards relating to Equal Opportunities
- b. Teaching staff and Subject Leaders plan their curriculum and use of resources to ensure that they promote race equality.

2.5.4) Use of praise and sanctions

- a. there is a behaviour policy which identifies processes and guidelines to ensure that the award of sanctions is consistent and fair across the whole school population.
- b. exclusions and referrals are monitored and reported to the Head Teacher on a termly basis.

2.5.5) Staff recruitment

- a. applications and appointments are monitored as part of the school's commitment to ensuring that the diversity of staff reflects the diversity of the school community
- b. interview procedures are designed to promote equal opportunities
- c. Continuing Professional Development opportunities are planned to ensure that they do not discriminate on the grounds of ethnicity, religion or language.

2.6 Race equality: specific responsibilities

2.6.1) The Governing Body is responsible for:

- a. ensuring that the implications of race equality are always taken into account in wider governing body deliberations and decision making.

2.6.2) The head teacher is responsible for ensuring that:

- a. there are nominated members of staff responsible for co-ordinating and promoting race equality in the school
- b. the race equality policy is monitored and reviewed at least annually.

- c. instances of underachievement relating to particular race groups are tackled with an action plan and strategies to reduce the underachievement.
- d. instances of reported race equality infringement are investigated thoroughly and receive an appropriate response.
- e. all reported incidents of racism are investigated within 10 working days of the report being submitted
- f. race equality is promoted around the school through displays, assemblies and inclusion in relevant schemes or work
- g. staff responsible for arranging work placements, trips and other off-site activities include issues of race equality in their considerations and planning.

2.6.3) Teachers and Subject Leaders are responsible for ensuring that:

- a. race equality is promoted through the Scheme of Work, lesson planning and teaching materials
- b. department meetings regularly discuss issues relating to race equality and equal opportunities, and records to evidence such discussions are maintained.
- c. race equality is discussed regularly so that all students understand the school's commitment to racial equality and know what behaviour is appropriate.
- d. there is regular communication with parents and carers to ensure that relevant information about the individual needs of students is made available to other staff.

2.7 Procedure for breaches of policy

Breaches of the policy should be reported in the first instance to the Deputy Head Teachers or Head Teacher. Non compliance or infringement of the Race Equality Policy is a serious matter and, depending on the circumstances, may be treated as an instance of misconduct.

2.8 Policy monitoring

In monitoring race equality Blanche Nevile School uses the race categories recommended by the DfE and based on the 2001 census. In addition monitoring takes place according to the categories of Black monolingual, English as an Additional Language, and White-UK, as advised by Haringey Ethnic Minority Achievement Unit.

2.9 Community Cohesion

2.9.1) We understand our duty to promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000.

2.9.2) Blanche Nevile School fosters an understanding in students that they all have a part to play in developing their shared future. The curriculum is being developed to embed SEAL (Social, Emotional Aspects of Learning). This encourages students to have mutual respect, empathy and understanding of different groups including staff and students. Student Voice plays an active part in promoting this responsibility and awareness of the needs of others and what is needed to achieve equality for all. Broadly, the schools' contribution to community cohesion can be grouped under the following headings:

a. Teaching, learning and curriculum –The school has a coherent curriculum which also meets the needs of the National Curriculum. We aim to develop a school community that supports diversity and recognises the challenge in maintaining social cohesion. It includes SEAL which seeks to promote the needs of students in terms of their emotional and social well being, whilst also promoting shared values. The school is developing the use of the NSPCC resource 'SAFE' which is designed specifically for Deaf pupils.

b. Equity - All students play a full part in the school community. In addition, they are part of the wider community within the partnerships with mainstream schools. We ensure that members of the wider school community have access to Deaf Awareness and BSL lessons to promote community cohesion.

Section 3 – Disability Equality Policy

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

3.1 The Legal Duty

The duty to promote disability equality is an extension to the Disability Discrimination Act (DDA) 1995 which is in force from December 2006. There are six inter-related parts to this duty, also known as the “general duty” or disability equality duty (DED):

- a. promote equality of opportunity between disabled people and other people;
- b. eliminate unlawful discrimination;
- c. eliminate disability-related harassment;
- d. promote positive attitudes towards disabled people;
- e. encourage participation by disabled people in public life;
- f. take account of disabled people’s disabilities, even where that involves treating disabled people more favourably than others.

3.2 The School’s Culture

3.2.1) As a school for the deaf, Blanche Nevile School ensures that all members of the community have full access to all areas of school life. The school has a diverse workforce and student population. Support is provided through effective use of resources and by making adjustments to the school buildings and surrounding area. As part of the school’s ethos of promoting equality for its staff and students the school collects as much information as is possible about their needs and how best to support them. In the event that a member of staff acquires a disability during their employment they will be given the fullest support to maintain or return to a role appropriate to their experience and abilities within the organisation.

3.2.2) For staff this is achieved with the support of the Occupational Health Service which is a service provided by Haringey Council. Students who acquire a disability are actively supported to complete their course of study where reasonable adjustment and support can be provided.

3.2.3) The term “disabled person” covers people with a wide range of impairments and health conditions. A person’s impairment must have a “substantial”, “adverse” and “long-term” effect on their ability to carry out normal day-to-day activities. “Substantial” refers to the difficulty or time demand in carrying out an activity compared with a non-disabled person. “Long-term” means that a person’s impairment has lasted or is likely to last for more than twelve months. Normal day-to-day activities include mobility, manual dexterity, physical co-ordination, continence, ability to lift and carry everyday objects, ability to learn or understand and perception of the risk of physical dangers.

3.2.4) The term “disabled person” includes people who:

- a. are deaf or have hearing impairments;
- b. have visual impairments;
- c. have medical conditions such as epilepsy, diabetes, heart disease or arthritis;
- d. have progressive conditions such as HIV, cancer or multiple sclerosis;
- e. have mental health difficulties such as depression;
- f. have specific learning difficulties such as dyslexia;
- g. are wheelchair users.

3.2.5) The school recognises and respects that each individual who has an impairment or health condition could require support specific to their needs.

Section 4 – Gender Equality Policy

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

4.1) 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.

4.2) This covers pupils and parents, staff and visitors who use the school.

4.3) Blanche Nevile School has a diverse workforce and has due regard to the need to eliminate discrimination and harassment and promote equality between men and women in all aspects of their work or study.

Unlawful discrimination means:

- a. Direct and indirect discrimination against women and men, in employment and education
- b. Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave
- c. Discrimination on the grounds of gender reassignment in employment and training
- d. Direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner
- e. Victimisation

4.4) At Blanche Nevile School we understand the link between emotional factors such as self confidence/self esteem and learning/achievement. We recognise that as a school we have a responsibility to promote and support all people regardless of their gender.

- a. The school is committed through the curriculum, in particular through PSHE and the Citizenship programme to promote and acknowledge the achievements of people regardless of their sex.
- b. The careers programme enables all students to be given the opportunity to examine different roles in society and to be encouraged to attain their goals.
- c. In Year 10 students are encouraged, when selecting their Work experience placements to consider all options and career paths. Work Experience placements are monitored by HEBP to ensure any outcomes evidencing gender bias in placements is challenged.

4.5) The school embraces the importance of adopting a socially inclusive approach to gender equality as the key to the successful understanding and implementation of the gender equality duty.

4.6) The school is actively committed to gender equality and will challenge direct or indirect discrimination against people because of their gender or marital/family status.

Section 5 – Religion and Belief Equality Policy

5.1) Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion and Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for different religious groups.

5.2) The definition of religion for example all the major faith groups and "belief" will include non-religious worldviews (e.g. humanism). Religion will also include denominations or sects within a religion, such as Catholics or Protestants within Christianity.

5.3) Our curriculum aims to teach religious values and to promote tolerance and understanding of different religious faiths and groups.

Section 6- Sexual Orientation Policy

6.1) Blanche Nevile School recognises the need to protect students, staff and visitors from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2006 (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of

homophobia within the school and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality.

6.2) As a school we promote an awareness of sexual identity and diversity as part of our PSHE and Citizenship programme.

6.3) Whole school assemblies have provided opportunities to challenge bias and discrimination and to promote equality for all.

Section 7 – Bullying and Discriminatory Incidents

7.1) Blanche Nevile School recognises that bullying and discrimination is and will not be tolerated. Immediate action will be put in place to deal with unacceptable incidents. We have set out the measures that the school will take to address bullying and discrimination. These are set down in our Anti-Bullying policy. We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Haringey Council.

7.2) Our Anti Bullying policy reflects a commitment to preventing harassment and bullying on the grounds of race, disability, gender, religion or belief and sexual orientation.

Please see separate policy.

Section 8 - Employment Practices

8.1) At Blanche Nevile School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. The school aims to ensure that no discrimination results from its selection and recruitment process. The school ensures that all those involved in recruitment and selection are effectively trained and aware of the procedures that need to be in place to ensure that unbiased decisions are made.

8.2) The school is committed to recruiting staff from a range of different cultures that provide positive role models for all students. The school is committed to ensuring that racial equality and equal opportunities good practice exists throughout the recruitment and selection process.

8.3) At Blanche Nevile School the following arrangements ensure that the school observes equality of opportunity in terms of employment practices:

- a. Recruitment and selection
- b. Types of selection processes used
- c. Arrangements for training and developing the practices of staff

8.4) The school has a clear staff development policy which values the skills and contributions of all staff. The Inset policy is managed by the Senior Leadership Team. Opportunities for training are available to all staff and are carefully matched to the individual professional development.

8.5) The school has adopted Haringey wide policies that include monitoring arrangements for:

- a. Selection and recruitment
- b. Selection for redundancy, restructuring, redeployment and retirement
- c. Training and development
- d. Promotion
- e. Performance management
- f. Award for pay, bonus and allowances
- g. Grievance
- h. Disciplinary
- i. Harassment
- j. Discrimination

9 - Contracting and Procurement

9.1) As a school we take due regard to the various equality duties when procuring goods and services from external suppliers.

9.2) As a school we ensure that contract conditions require 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.