



**Becton School**  
Together We Can

**Becton School**

**Equality Scheme**

**November 2018**  
**To be reviewed November 2021**

Ratified by Parent and Pupil Committee

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## 1.1 Introduction

**Becton School** have developed this Equality Scheme to help us to meet our duties under the:

Race Relations Act as amended 2000

Disability Discrimination Act 2005

Equality Act 2010

Education and Inspections Act (EIA) 2010

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2010 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled pupils and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

## 1.2 Legal framework

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

Race Relations Act as amended 2000

Disability Discrimination Act 2005

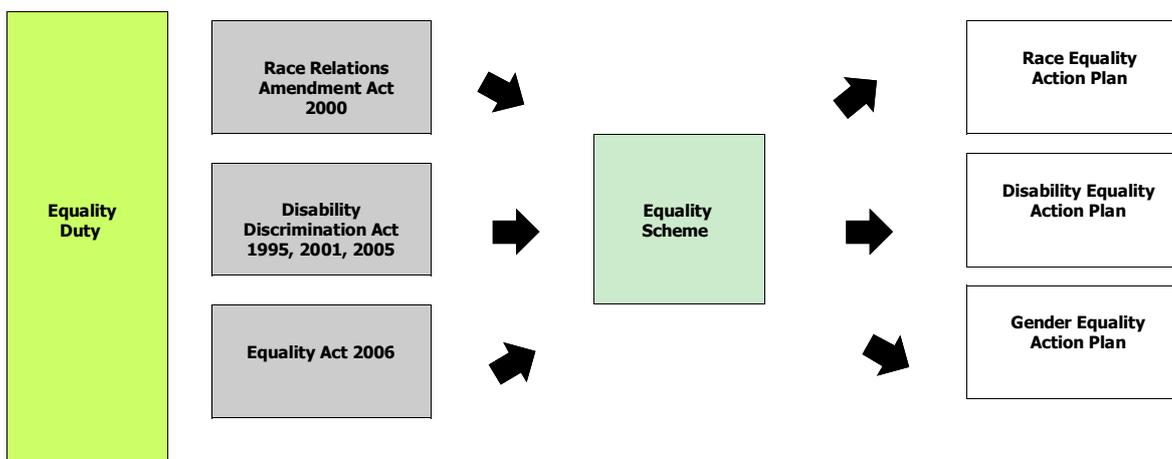
Equality Act 2010

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2010.

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

**Figure 1**

### How the Equality Duties fit together



## 2.3 Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for pupils, parents, staff and the wider community by following the requirements of the School Accessibility systems( see accessibility Plan) and apply for additional funding to meet individual needs;
- Continue to address any issues of attendance by working closely with the Multi Disciplinary team, both within the Unit and within the family of school's with whom we liaise. To use the Learning Mentor to address attendance problem;
- Identify on an ongoing basis any underachieving groups and address any issues of under achievement e.g. family poverty and deprivation, racism, isolation/loneliness, family breakdown, bereavement, substance misuse ( Acorn group identified school only group);

- Address issues of stereotyping, including expectations and roles;
- Continue to raise awareness of bullying issues and attitudes to violence through daily community meetings, small groups, mini team meetings, family meetings and through the school curriculum/ PSHE:
- Address issues of stereotyping in careers advice by providing regular CPD for all staff delivering work related curriculum, promote occupational stereotyping through positive images of male and females in non- typical jobs, to plan annually the 'what's my line' panel of non stereotypical job opportunities:
- By advertising suitable posts in the school bulletin and continuing to monitor the workforce for the extent that it reflects the local workforce;
- Where ever possible address equality in school governance;
- Governors to monitor annually through data received form head teacher ethnicity of client group and to raise access to CAMHS for minority groups through MDT meetings;
- The curriculum is used to value diversity and shared values and is informed by the views of our pupils through, exit questionnaires, user involvement group, community meetings and mini team meetings.

## 2.4 Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2010 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008.

The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2000.

From our perspective, '*community*' has a number of dimensions including:

- The school community, our pupils, their families, our staff and governing body and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield, Derbyshire and South Yorkshire.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.

- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

## 2.5 How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties and are included in the school improvement plan.

## 2.6 Leadership

All staff and Governors at the school are responsible for the implementation of the Scheme.

**Governors** are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head Teacher** is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

## **2.7 Involvement**

In developing our Scheme and Action Plan, we have involved stakeholders, for example pupils, parents and carers, staff and trade unions as follows:

We seek the views of pupils both formally and informally through: community meetings, mini team meetings, small groups, family meetings, six weekly reviews and the 'User Involvement group'

The views of staff are gained during performance management reviews; staff meetings and the evaluation of key priorities set out in the school Improvement plans.

On discharge of their child parents receive an exit questionnaire where their view are sought, after one year a follow up questionnaire is sent to all parents and children. Parents contribute to review meetings and family meetings and are offered support through a Governor's network.

We constantly seek the views of Stake holders through evaluation questionnaires of the 'Acorn group' from mainstream schools, Multi Disciplinary meetings, School Improvement Partners, External accreditors, Charter Mark and ICT Mark. School Governors provide termly feedback on progress of the school and monitoring visits into school.

## **2.8 Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of either pupils or our staff. (See Anti Bullying policy)

The Governing Body has adopted the City Council's Code of Conduct and Policy for Harassment, Discrimination and Bullying.

## **2.9 Impact Assessment**

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently.

## **2.10 Training**

New staff receive induction on key policies and equality issues (Induction pack includes policies and Web based portal 'School Centre' holds key policies for access on line). Priorities for individual and whole staff training are identified in our Accessibility Plan.

- Whole school CPD on designated training days
- Individual training opportunities
- Safeguarding Training
- Assessment training
- Training related to specific pupil needs and challenges
- Training related to support e.g. loss and bereavement
- Training related to therapeutic approaches

## **2.11 Information Gathering**

We are required to gather information on the effect of our policies and practices in particular:

- the extent to equality between pupils is promoted
- the extent to equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- Information relating to the school 's workforce is stored on SIMS
- Attainment levels of pupils are kept on the SIMS database and analysis of this data enables us to identify trends in relation to gender, ethnic background and disability
- Attendance
- Exclusions of pupils are recorded as a 'C' (clinical suspensions) in the school register. Pupils are not excluded from school.
- Reports of harassment and bullying of pupils and staff are recorded as outlined in our anti bullying and Anti Racism Policies.
- The composition of your Governing Body is retained by Governors section of the LA.
- Head teacher reports to governors include termly data on exclusions, bullying and attendance
- Monitoring of curriculum by leadership team and scrutiny and amending of policies on a rolling programme by Governors

## **2.12 Procurement and Contractors**

We will take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices.

## **2.13 Visitors to the School**

We will take steps to ensure that visitors to our school including parents are adhering to our commitment to equality and will make them aware of school expectations and policies as regards adult/pupil relationships.

## **2.14 Publishing the Scheme**

Our Scheme will be published on the school website. A hard copy will be available alongside other schemes in the head teachers Office. The scheme will also be available to staff and Governors on 'School Centre'.

## **2.15 Annual reporting**

We will annually publish a report that will be available to all interested stakeholders.( The report will be published as part of the Annual School Improvement plan report to Governors Autumn meeting Cycle)

## **2.16 Reviewing and Revising the Equality Scheme**

We will review progress against the Scheme every year.

## Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>

<b>Priority Level</b>	
High	
Medium	
Low	

<b>Lead Officer</b>
<b>Members of the assessment team</b>
<b>Others involved in the assessment (peer review/external challenge)</b>

<b>What are the aims of the policy or project?</b>
<b>Who is the intended customer/service user of this project or policy?</b>
<b>What are the desired outcomes from this project or policy?</b>
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>

<b>What are the racial, disability and gender equality implications of the policy or project?</b>
<b>Does the policy or project have any significant positive impact for:</b> <ul style="list-style-type: none"><li>• Different racial groups</li><li>• Disabled persons</li><li>• Men and women</li><li>• Boys and girls</li></ul>
<b>Does the policy or project have any significant adverse impact for:</b> <ul style="list-style-type: none"><li>• Different racial groups</li><li>• Disabled persons</li><li>• Men and women</li><li>• Boys and girls</li></ul>
<b>Do you have any evidence?</b>
<b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b>

<b>Action to take</b>
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<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>YES</b>	<b>NO</b>
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<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>YES</b>	<b>NO</b>
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**If you have answered YES, please list all the changes that you have made to eliminate this discrimination:**

**Please state how will you monitor the policy or project?**

<b>Signed (Person completing the form):</b>	<b>Date:</b>
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## **Becton School Equality Action Plan**

This Action Plan sets out how Becton School will work to:

- promote racial equality in line with our duties under the Race Relations Act as amended 2000 and the procedure for reporting racist incidents involving pupils in schools.
- promote disability equality in line with our duties under the Disability Discrimination Act 2005 and our Accessibility Plan.
- promote gender equality in line with our duties under the Equality Act 2010.

### **Involvement of disabled people**

**Sacha Schofield in consultation with Strategy and Outcomes Committee of Governing Body** wrote the Action Plan. Disabled people will be involved in its review at the end of the year through questionnaires etc as set out in policy.

### **Ethnic monitoring**

Ethnicity in school is monitored annually in the school census

<b>Relevant Duty</b>	<b>What the duty requires us to do.</b>	<b>What will Happen</b>	<b>Who will do it</b>	<b>How long will it take</b>	<b>Outcome</b>
<b>Race</b> <b>Disability</b> <b>Gender</b> <b>Cohesion</b>	What steps you will take to support the development of equality of opportunity for:  All racial groups  Disabled persons  Women and men  Girls and boys  Whether as pupils, staff or a part of the wider school community.	1. Raise identified issues within the MDT team/ Access to CAMHS.  2. Continue to promote the 'Acorn group' with mainstream schools to enable all racial groups to access group.  3. To provide opportunities within curriculum to promote equality of opportunity for all specified groups.  4. Monitor all policies to ensure that all minority groups have equality of opportunity	All staff  Karon Ransom  All curriculum coordinators  Governors	On going process	
<b>Race</b> <b>Disability</b> <b>Gender</b> <b>Cohesion</b>	What steps you will take to eliminate unlawful discrimination for:  All racial groups  Disabled persons  Women and men	1. Ensure recruitment procedures through LA are adhered to thus ensuring equal access to job opportunities.  2. Ensure physical building does not exclude admissions to Unit/school and any apparatus is quickly sought to support disabled persons.  Where unlawful discrimination takes	Headteacher and Governors	Ongoing monitoring	

	Girls and boys  Whether as pupils, staff or a part of the wider school community.	place this will be recorded and there will be a review of practice to prevent reoccurrence			
<b>Race</b> <b>Disability</b> <b>Gender</b> <b>Cohesion</b>	What steps you will take to eliminate racial, disability related or gender harassment for all pupils, staff and the wider school community.	<ol style="list-style-type: none"> <li>1. Seek views of pupils through regular community meetings/ follow up issues through mini teams etc.</li> <li>2. Regard to issues through the curriculum/ PSHE/ anti bullying week/</li> <li>4. Provide staff with Whistle blowing policy/ and anti harassment policies.</li> <li>5. Publish 'complaints' policy on school web site and make available through school Office.</li> </ol>	Whole staff team and Governors	Ongoing	
<b>Gender</b>	What steps you will take to prioritise and implement gender equality objectives.	<ol style="list-style-type: none"> <li>1. There will be close monitoring of the educational experience of girls in our school as they are a clear minority. All activities will be offered to both girls and boys. Representative groups e.g. community meetings</li> <li>2. To raise issues during community meeting agendas to prioritise gender equality issues</li> </ol>	All staff	Ongoing	

<b>Disability Cohesion</b>	What steps you will take to develop positive attitudes to disability (pupils, staff and the wider school community).	<ol style="list-style-type: none"> <li>1. To provide positive images of disabled pupils/adults in posters and clip art.</li> <li>2.To continue to raise issues of disability in Careers/PSHE. Provide opportunities for positive role models to visit school.</li> </ol>	All School staff	Ongoing	
<b>Race Cohesion</b>	How will you support the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups?	<ol style="list-style-type: none"> <li>1. Provide interpreter service when families are unable to communicate with practioners.</li> <li>2. Provide written communications in language of family through LA.</li> <li>3. A range of beliefs from different cultures will be included in our curriculum.</li> <li>4. A shared sense of belonging for all racial groups will be taught through PSHE</li> </ol>	Unit Admin staff  All staff	As required  Ongoing	
<b>Disabled Cohesion</b>	What steps you will take to encourage participation by disabled people in the whole school community.	<ol style="list-style-type: none"> <li>1. Ensure disabled facilities are functioning to receive a disabled pupil.</li> <li>2. Provide wheel chair clamping courses to staff to enable access for young person on school trips.</li> <li>3. We are an equal opportunities employer</li> </ol>	Unit manager  Governors and Headteacher	Ongoing	Ongoing training planned

<p><b>Race</b></p> <p><b>Disability</b></p> <p><b>Gender</b></p> <p><b>Cohesion</b></p>	<p>What steps will you take to monitor your policies and practice, for example:</p> <p>School workforce profile by ethnicity, disability and gender</p> <p>Pupil Attainment by race disability and gender</p> <p>Racial incidents</p>	<p>1. Continue to monitor appointments and promotions relating to ethnicity, disability and gender.</p> <p>2. Our roll is extremely small and statistics when based on such small numbers can be unreliable. We will monitor individual progress for all children to ensure that at least good progress is made by all regardless of race, disability and gender.</p>	<p>Governors</p> <p>Headteacher</p>	<p>Ongoing</p>	
<p><b>Disability</b></p> <p><b>Cohesion</b></p>	<p>What other steps and actions will you take to take disability into account, for example:</p> <p>Providing educational Opportunities</p> <p>Raising attainment</p> <p>Reducing exclusion</p> <p>Participation in school trips</p> <p>Participation in all the school activities and services</p>	<p>1. Monitor participation in all school activities and services including school trips</p> <p>2. Ongoing training for staff linked to the changing needs of disabled pupils.</p> <p>3. Equal access is given to all pupils in Charing community meetings</p> <p>4. All pupils given access to work experience opportunities.</p>	<p>All staff</p>	<p>Ongoing</p>	

	Pupils in position of Responsibility Work Experience				
<b>Race</b> <b>Disability</b> <b>Gender</b>	What steps will you take to assess the impact of your policies on:  All racial groups  Disabled persons  Women and men  Girls and boys  Whether as pupils, staff or a part of the wider school community.	1. Seek views of parents and pupils in questionnaires.  2. Regular policy review	Headteacher and Governors	At discharge of pupils  Ongoing	
<b>Race</b> <b>Disability</b> <b>Gender</b>	What steps you will take to gather and use information on:  All racial groups  Disabled persons  Women and men  Girls and boys	1. Seek views of parents and pupils in questionnaires.	Headteacher	At discharge of pupils  At discharge for parents/carers  Follow up 1 year on after discharge	

	Whether as pupils, staff or a part of the wider school community.				
<b>Race</b> <b>Disability</b> <b>Gender</b>	How will you consult your stakeholders.	1. Questionnaires	Headteacher and Admin team	Ongoing	
<b>Race</b> <b>Disability</b> <b>Gender</b>	What steps will you take to train and develop your staff on racial, disability and gender equality.	1. Share Equalities scheme with whole staff 2. Provide whole school training if appropriate	Headteacher	Ongoing	
<b>Race</b> <b>Disability</b> <b>Gender</b>	How you will provide an Annual Report of progress on racial, disability and gender equality and carry out your 3 yearly review.	1. Headteacher's report to Governors	Headteacher	Ongoing	