

Swaffham Hamond's High School



# Single Equality Scheme

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**2010 – 2013**

The Single Equality Scheme brings together the School's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole community.

Our scheme includes students, staff, governors, parents, carers and all those within our extended community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk's Children and Young People's Plan.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

It is important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways.

To be monitored, reviewed and amended as appropriate to meet legislation.

- 1 Our Single Equality Scheme (SES) and Action Plan cover a three-year period from 2010 to 2013 and will be reviewed and amended annually. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the Employment Equality Regulations relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activities undertaken in relation to the six equality strands and promoting community cohesion.

## **POLICY STATEMENT**

1. Swaffham Hamond's High School acknowledges and welcomes diversity among students, staff and visitors.
  2. We do not discriminate against anyone, be they staff or students, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.
  3. We promote the principles of fairness and justice for all through the education that we provide in our School.
  4. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
  5. The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
  6. We respect the religious beliefs and practices of all staff, students, parents and carers and comply with all reasonable requests relating to religious observance and practice.
  7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
  8. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve delivery of information.
- 2 Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race equality**

The general duty to promote race equality means that we must have due regard to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

Appendix A relates to the School's policy and practice for dealing with Racial Incidents.

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

There is also specific disability legislation in relation to Special Educational Needs and accessibility which means we must plan strategically over time to:

1. increase access to the curriculum
2. make improvements to the physical environment of the School to increase access;
3. make written information accessible to students in a range of different ways

### **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

1. eliminating unlawful discrimination and harassment and
2. promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Swaffham Hammonds High School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

### **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

### **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

### **Age, sexual orientation, religion and belief**

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3 Meeting the duties described above will mean that all our actions will embody our School's key principles and values, which includes that:

- We strive to make the best possible provision for all students/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our School, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our School, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our School.

### 4 **Our school within Norfolk's profile at 2010**

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major areas (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

There are 438 schools in Norfolk, including 12 special schools, 51 secondary schools and 5 student referral units.

- 8.3% of Norfolk's students are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- There are approximately over 100 different languages spoken by students in the primary phase, and approximately 65 different languages spoken by students in the secondary phase (October 2008)
- 3.5% of students within Norfolk schools have a Statement of Special Educational Needs (October 2008)

- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist Schools; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Swaffham Hamond's High School is a smaller than average size secondary school serving the town of Swaffham and the surrounding rural area. The majority of students are from White British backgrounds and most speak English as their first language. The proportion of students eligible for free school meals is close to the national average. A significantly higher than average proportion of students are identified with learning difficulties and/or disabilities although the proportion with a statement of special educational needs is broadly average. High student mobility is a significant factor for the school. It serves the needs of learners of Key stages 3-5.

## 5 **Collecting and analysing equality information for students at Swaffham Hamond's High School**

Swaffham Hamond's School is an inclusive provision. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

### **Information Gathering (Students). Areas for analysis with regard to equality information include:**

- Attainment levels
- Attendance levels
- Rewards for progress and attitudes
- Exclusions
- Attendance at external provision Extended School activities/extra curricular activities
- Complaints of bullying and harassment
- Choice of options selected

## 6 **Collecting and analysing equality information for employment and governance at Swaffham Hamond's High School**

Swaffham Hamond's School is committed to providing a working environment free from discrimination, victimisation, and harassment.

It aims to recruit an appropriately qualified workforce and Governing Body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

Information Gathering (staff and governors)

We collect and analyse the following information for our staff and Governing Body:

- Applicants for employment

- Staff profile
- Governing Body profile
- Disciplinary and grievance cases

## 7 **Consultation and involving people**

We involved students, staff, governors, parents and carers, and our wider School community in creating the Single Equality Scheme and Action Plan by publishing it on our Virtual Learning Environment (VLE) and our website. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and Action Plan.

- 8 Equality impact assessment is a systematic method of rigorously checking all School policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake Equality Impact Assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

- 9 We have used our existing School policies to inform our Single Equality Scheme.

These include:

- School Improvement and Development Plan
- Special Educational Needs Policy
- Accessibility Plan
- Racial equality Policy
- Anti bullying Policy
- Safeguarding policy.
- Community Cohesion Policy
- Disability Equality policy
- Gender equality Policy
- Behaviour and attendance policy

## 10 **Roles and Responsibilities** (See also Appendix B)

Our Governing Body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.

Our Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every six months, managers and key staff will report to the Headteacher on actions and progress.

Every twelve months there will be a report on equality and diversity to the Governors.

All staff will be responsible for delivering the scheme both as employees and as it relates to their area of work.

The School Equality Scheme will be aligned with the School Improvement and Development Plan. Its implementation will be monitored within the School's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- The Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to our Board of Governors.
- The combined Senior Leadership Team has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Staff are expected to promote an inclusive and collaborative ethos in the School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our students have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the School, including parents/carers are adhering to our commitment to equality.

#### 11 **Commissioning and Procurement**

Swaffham Hamond's School as required by law will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

12 The Single Equality Scheme will be available to all persons on request and be explained to all stakeholders through:

- School website/VLE
- Staff and parent newsletter
- Staff and student induction

#### 13 **Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities

- Celebrating what we have achieved in relation to promoting community cohesion
  - Produce an Annual Report to the Governing Body with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan
1. The Staffing and Curriculum Committee will be responsible for monitoring the effectiveness of this Scheme.
  2. Our Governing Body will review this scheme annually and revise it every three years or as appropriate in line with legislation.
  3. Our Governing Body agreed this scheme on the date shown on the front page of this document and it will take effect immediately.

## Swaffham Hamond's School

### Single Equality Scheme Action Plan 2010 – 2013

(Place a tick to identify which statutory duty/equality legislation the planned action is meeting) R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff aware of Single Equality Scheme and raised awareness of responsibilities	Profile on VLE	From June 2010	Senior Team All team leaders	Headteacher
✓	✓	✓		✓	✓		Establish profile of job applicants to identify if any positive action is required to attract under-represented groups	Monitor job applicants for all posts at Swaffham Hamond's School	Information collated from July 2010 and reviewed annually	School Business Manager	Headteacher
✓	✓	✓	✓	✓	✓	✓	All students encouraged to participate in School discussion in relation to all criteria	As part of the Teaching Curriculum Through developing student voice in the increased number of student leaders and development of the student forum	From Spring Term 2010 ongoing to 2011	TLR staff responsible for curriculum programme Staff members with responsibility for student forum	Deputy Headteacher
	✓	✓		✓		✓	Further improve the facilities within Swaffham Hamond's School for student and local community use	Development of student social area Business use of premises review	From November 2009 From September 2010	All staff Headteacher/ School Business Manager	LT Chair of Governors.

## **Appendix A: Related Policies**

### **Swaffham Hamond's High School Racial Equality policy**

#### **Introduction**

This policy has been written to meet the school's statutory duty under the Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976 and came into effect from April 2001.

General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- Promote good relations between people of different racial groups.

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on students, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these students;
- monitor the operation of our policies through the impact they have on such students, staff and parents, with particular reference to their impact on the attainment levels of such students.

#### **School Context**

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

#### **Policy, Leadership and Management**

This policy has been agreed by teachers, support staff and members of the Governing Body.

The Headteacher and the Governing Body are responsible for ensuring that they policy is communicated, implemented and monitored.

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

The policy will be available on the school's VLE and website.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Improvement and Development Plan. Members of the Governing Body will also identify their own training needs in relation to racial equality.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a student's property or lack of cooperation in a lesson, due to the ethnicity of a student. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the student who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other students, tell them why it is wrong;
- report the incident to a senior teacher and inform him/her of the action taken;
- inform the pastoral support tutor of both the victim and the aggressor, then record what happened on the MIS system and give to the Headteacher's PA to be recorded on the school spreadsheet;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the Governing Body by the Headteacher.

### **Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity.

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all student groupings;
- take account of the performance of all students when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of students.

The services of the Advisory Service (EAL) will be accessed by the school to assist those students for whom English is a second language. This service will be used to promote understanding of other cultures.

## **Admission, Attendance, Discipline and Exclusions**

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

## **Attitudes and Environment**

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which students and staff feel valued and secure;
- building self esteem and confidence in our students, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of students and their learning;
- removing or minimising barriers to learning, so that all students can achieve;
- ensuring that our teaching takes into account the learning needs of all students through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our students what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making students and staff confident to challenge aggressive and racist behaviour.

## **Parents, Governors and Community Partnership**

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Forum is encouraged.

## **Staffing - Recruitment, Training and Professional Development**

The school is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

## **Monitoring and Evaluation**

We make regular assessments of students' learning and use this information to track students' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students

where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on student performance information.

School performance information is compared to national data and LA data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Written April 2010  
Review April 2013



**5. Involvement of other agencies**

Who else has been involved? (eg. school, Police, local warden)

Dealt with internally

Support from Children's Services Manager / (CS Equalities Group)

Support from NNREC

Support from Police

Other  (please specify)

\_\_\_\_\_

**6. Details / Notes**

**For Schools Only**

**7. Recording and reporting**

Recording using agreed school procedures

Reported to parents

Reported to governors

Contact name in school:

\_\_\_\_\_

Position in school:

\_\_\_\_\_

## Key:

\* Ethnic Group code list:

<b>Ethnic Group</b>	<b>Code</b>	<b>Ethnic Group</b>	<b>Code</b>
a) White <b>British</b>	01	d) Black or Black British <b>Caribbean</b>	12
Irish	02	African	12
Any other White background	03	Any other Black background within (d)	14
b) Mixed		e) Other ethnic groups	
White and Black Caribbean	04	<b>Chinese</b>	15
White and Black African	05	Any other ethnic group	16
<b>White and Asian</b>	06	(please describe)	
Any other mixed background	07		
c) Asian or Asian British		f) Gypsy/Traveller	17
<b>Indian</b>	08		
Pakistani	09		
Bangladeshi	10		
Any other Asian background within (c)	11		

\*\* School & NC Year group:

Enter figure or S for Staff member, P for parent, A  
for other adult.

**Completed forms returned to:** David Sheppard, Senior Adviser (Equalities and Special School Development, Turner Road Centre, Norwich NR2 4HB or Email c/o [alison.neale@norfolk.gov.uk](mailto:alison.neale@norfolk.gov.uk)

# Swaffham Hamond's High School Community Cohesion Policy

## Rationale:

*'... 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.'*

(The Diversity and Citizenship Curriculum Review, February 2007)

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas.

## Our Vision

Our vision recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community.

Differences between groups of people can cause misunderstanding and friction. A key commitment of Swaffham Hamond's High School is to build and promote community cohesion within the school and wider community. Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities;
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued;
- those from different backgrounds have similar life opportunities;
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Swaffham Hamond's High School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity. We will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all students, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

## Our Values

- Respect, Learning, Pride.
- Diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger.
- We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society.
- The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and getting to understand each other more.

- We must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another.
- Racism and prejudice undermine community cohesion and must be confronted.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion.

The health, well-being and cohesion of our local community are important to us. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us. That is why we have developed this policy to ensure that we create an environment where everyone is respected and treated equally.

### **Our strategic aims and objectives**

- Our Community Cohesion Policy will be reviewed on an annual basis.
- Our Equality Scheme will include actions linked to promoting community cohesion.
- We will involve stakeholders in action planning for effective community cohesion.
- The Governing Body will take positive steps to promote good community relations.
- We will work towards challenging any forms of prejudice towards groups and individuals.
- All teachers will be encouraged to promote community cohesion through a diverse curriculum.
- We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

### **Our practice**

There are three areas where our practice can contribute most to Community Cohesion.

#### *1. Teaching, Learning and the Curriculum*

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of the new duty. The Guidance describes this as ‘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’.

#### *2. Equity and Excellence*

Striving to ensure that all students achieve their potential, irrespective of ethnic, socio-economic or other differences, is already a clear focus for our school and is another important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

#### *3. Engagement and Extended Services*

This is the area which will benefit most from the involvement of local partners and other organisations. The Guidance states that schools can promote community cohesion through their work 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 students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups’.

Written April 2010

Reviewed April 2013

## **Swaffham Hamond's High School Disability, Equality and Access Policy**

The school adheres fully to the Disability Discrimination Act (DDA) 1995/2005 which places a duty upon owners of premises to provide adequate access for disabled people. The school is especially committed to providing safe access for students and staff who use wheelchairs, who are infirm or unsteady on their feet, or who suffer from sight, hearing or other sensory impairments.

### **Aims:**

- The school aims to provide a comfortable and accessible environment that is
- safe and easy to use for students, their parents and teachers, staff visitors and other users of the school premises.
- The school will always balance welcome and ease of access with the need to control access and ensure safety and adequate levels of security.
- The school aims to ensure that students – and staff – are given a chance to attain their full potential through equal access to all school facilities.

### **Review and Implementation:**

- This policy will be reviewed by the Governing Body as part of the published timetable of policy review.
- The Headteacher is responsible for ensuring that this policy is operated within the framework of other school policies and procedures – most notably the
- Equal Opportunities Policy.
- The Policy will be made available to all parents. The school will deal with any issues or complaints relating to this policy as promptly as possible.

### **Guidelines:**

An annual audit of the school premises must be carried out to ensure that any issues relating to access or exit from buildings are identified and that reasonable improvements are planned according to the school's resources.

All staff are offered training by the School Business Manager covering basic information about staff duties and responsibilities under the DDA Acts of 1995 and 2005 and about health and safety risk management and the reporting of hazards.

All new staff receive induction training, including a comprehensive tour of the premises and guidance on improving areas and procedures wherever possible.

A copy of this policy is published on the school's VLE and website.

## **Disability Equality Scheme (DES)**

### **Scheme Statement**

Duties under Part 5A of the Disability Discrimination Act (DDA) require the Governing Body to promote equality of opportunity for disabled people including students, staff, parents, carers and other people who use the school and to prepare and publish a DES to show

how they will meet these duties. This scheme and the accompanying action plans set out how the Governing Body will promote equality of opportunity for disabled people. Swaffham Hamond's High School is proud of the ethos of support, collaboration and respect for one another.

*We aim to foster creative and enquiring minds to enable all members of our school community to be life-long learners. We will nurture learners who have the courage to face challenge, the ambition to achieve excellence, the resilience to overcome difficulties, the determination to succeed, the respect to appreciate diversity within our community and who are proud of our achievements.*

The school's DES aims to address the barriers that can prevent students, staff, parents and other school users from taking full benefit from the opportunities the school offers. It aims to provide guidance on how the school can enable all children to experience success, happiness and excellence and ways in which the school can make the environment safe and appropriate for all regardless of specific need.

### **1. Procedure**

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This definition is broad and includes:

- learning disabilities
- dyslexia
- diabetes
- autism
- speech and language impairments
- attention deficit hyperactivity disorder

Specific aids to allow access to the upper floors: the school has installed disabled lifts, and disabled access doors.

The school adopts the local authority policy of guaranteeing an interview to job applicants with a disability who meet the essential criteria. Monitoring of recruitment, retention and career development in relation to staff needs to be undertaken on a regular basis.

The school recognises the need to make full use of the school nurse, and that the format of healthcare plans should be reviewed on a regular basis. The school will always consider further development of a protocol for devising healthcare plans as a result of our evaluation.

### **2. Starting Points**

- Review the school curriculum ensuring that disabled students can participate in the school curriculum.
- Annual review of the physical environment of the school to increase the extent to which disabled students, staff, parents and others can access education and associated services.
- Improving the delivery to disabled people of information that is provided in writing for people who are not disabled through the sensory support unit.

### **3. Access to the Curriculum**

Future plans for improving access to the curriculum include the following:

- The school will ensure full participation in the curriculum through the development of provision mapping across the school. This map highlights what is available for children

with a different level of need. As it becomes clearer where there are gaps, the school will adjust staffing accordingly.

- The school will develop a process with the school nurse and student services for constructing health care plans.
- The role of student support including tutor, Teaching Assistants, SEN, Student Services will continue to be developed to enable support to be accurately targeted and progress monitored and evaluated.
- Review of all facilities will take place to ensure that they are accessible to all. Where it becomes obvious that this is not the case then necessary adjustments will be made.

#### **4. Improving the Physical Environment**

Many adaptations have been made in the school during the redevelopment project in 2006. These include a lift, access doors, accessible toilet and changing room in the front foyer. The project ensured school buildings provided were DDA compliant.

Future plans for improving the environment include the following:

- The physical environment of the school will be re-evaluated to ensure disabled students, staff, parents and others can continue to improve to access education and associated services.
- Classroom layouts will be reviewed to support better use of the display boards and accessibility to all.
- The location of the nurture room needs to be reviewed by the SEN Coordinator.
- Changes to the curriculum will be evaluated to ensure access by all.

#### **5. Improving the Delivery of Information**

Future plans for improving delivery of information include the following:

- The school recognises the need to have up to date school rules. Following any updates to the school rules these will be prominently displayed around the school in order that all staff can draw attention to them. It will be considered how these can be made accessible to all.
- The school recognises the need to improve the way in which it collects and analyses information relating to the employment of disabled people.
- Further details on annual accessibility plan.

#### **6. Promoting Understanding**

The school recognises that all children at the school have needs. Both disabled and able-bodied children need help in recognising, understanding and learning how to treat people with disabilities.

The school needs to help children to understand:

- that there are different kinds of disabilities;
- what it might feel like to be disabled;
- how to support and interact with the disabled;
- how they might empathise with people with differing needs.

This is delivered through the philosophy and ethics lesson along with assembly, tutor programme and displays.

#### **7. Communication and Links with Parents**

Parents are communicated with in written form through:

- The schools newsletter distributed every half term
- The website
- Written reports

- Attendance letters.

The style of language used is crucial if these communications are to be clear.

Parents are formally invited into school for:

- Annual parents' evenings
- Year 7 settling in evening
- Presentation assemblies
- Parents' forum meetings when the views of parents are sought
- Options evening
- Presentation evening

A balance needs to be maintained between written and verbal communication to ensure individual preferences are met. Consideration should continue to be made as to the timing, location and method of events, activities and meetings to enable a full range of parents to participate.

### **8. Extended Schools**

There is a large offer of extended school activities. The attendance at these will be analysed to ensure all groups have fair access and uptake.

### **9. Training Received by Staff**

Training includes:

- Health & Safety training
- First Aid training
- Restraint
- Child Protection

### **10. Making It Happen**

The actions identified in the attached action plan will also be included in the School Improvement and Development Plan (SIDP). All senior members of staff are closely involved with planning, evaluation and amendment.

In addition to this, the plan as a whole will be reviewed as part of the governors' monitoring schedule.

The impact of the scheme will be assessed through:

- the level of progress made by disabled students in relation to sub-levels and how this compares to other groups of students
- the number of disabled staff employed
- the number of disabled students and their evaluation of the school following the annual student survey.

Written April 2010

Review April 2013

# Swaffham Hamond's High school

## Gender Equality Policy

### Legislative Context

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

### Social Context

We understand that despite thirty years of individual legal rights to sex equality there is still widespread discrimination and persistent gender inequality. Both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

### Swaffham School Context

The school is a medium size school with some 617 students in Years 7 to 11 and 84 in the Sixth form. There are significantly more boys than girls in Years 9 to 10 and an even split in other years. There are 359 boys and 342 girls in the school. (*Figures correct as at June 2010.*)

### School Mission Statement and Key Values

At Swaffham Hamond's High School we are committed to high quality teaching, a stimulating and relevant curriculum and to working closely with parents, carers and other members of our community. We build on the individual strengths and talents of every student and support them both academically and personally. We offer many opportunities for student enterprise and leadership and we promote strong values for behaviour, personal responsibility and relationships with others.

### The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Swaffham Hamond's has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting

and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

### **The Specific Duties**

We welcome the responsibility to think and act more strategically about gender equality.

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, students, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure governors, staff, students, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap

We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy at least every three years

### **Responsibilities**

All governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy. In addition:

**The school governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy (including budget requirements), and in particular the employment implications of meeting the Duty.

**The Headteacher works with the Leadership Team** to ensure that –

- the Policy is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, students and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality Policy

**All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

**Students and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, students and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

### **Single Sex Provision**

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to

be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from students, families or the community, these will be considered and legal advice sought.

### **Breaches of the Gender Equality Policy**

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

### **Consultation; publishing; staff, students and parent development**

This policy has been drawn up in consultation with governors, staff, students, parents and members of our local community through our VLE and website. These consultations have contributed to developing the awareness among governors, staff, students and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality.

The policy is available on the school's VLE and website.

We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

Date: June 2010

Gender Equality Policy review date: no later than March 2013

## Appendix B: Table of Roles and Responsibilities

	<p><b>The Governing Body will:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the School's equality and other policies</li> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of School policies</li> <li>• Highlight good practice and promote it throughout the School and wider community</li> </ul>
Policy Development	
Policy Implementation	
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and students</li> <li>• Congratulate examples of good practice from the School and among individual managers, staff and students</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the School carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>
	<p><b>Headteacher and senior staff will:</b></p>
Policy Development	<ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult students, staff and stakeholders in the development and review of the policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all students, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and students</li> <li>• Highlight good practice from departments, individual managers, staff and students</li> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the School carries out its statutory duties effectively</li> </ul>
	<p><b>Line managers will:</b></p>
Policy Development	<ul style="list-style-type: none"> <li>• Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Implement the School's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>• Be accountable for the behaviour of the staff team, individual members of staff and students</li> <li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave in accordance with the School's policies, leading by</li> </ul>

example

- Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the School's equality scheme

Public Sector  
Duties

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the School's current equality policy and procedures
- Implement the policy as it applies to staff and students
- Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the School's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the School's equality scheme

Policy  
Development

Policy  
Implementation

Behaviour

Public Sector  
Duties