



Equality Scheme

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FILEY SCHOOL
A TECHNOLOGY COLLEGE
Caring • Learning • Achieving

Equality Scheme

Three year period covered by this scheme: 2010

1.1 Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity as set out in the North Yorkshire County Council's Equality Policy Statement:

“we oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified”.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others.

This document provides, therefore, a scheme which embraces for our school a Race Equality Scheme, a Gender Equality Scheme, a Disability Equality Scheme and the school's Equality Policy. It is reviewed every three years and reported on annually.

Aspects of this scheme have an action plan which will be reviewed annually.

This action plan embraces the Accessibility Plan for the school as it sets out how the school will increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

This action plan is available on the school website.

1.2 Equality Legislation

This equality scheme responds to the current equalities legislation:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
- Statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a student;
 - b) by refusing to accept an application to admit him/her as a student, or
 - c) where he/she is a student of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
(There are specific exemptions for faith schools.)
- Disability Discrimination Act (DDA) 1995/2005 statutory positive duty to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

2 What kind of a school are we?

2.1 School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its students. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to:

- Develop intellectual, creative and physical faculties to the full.
- Foster a spirit of curiosity and a love for some aspect of learning.
- Create social, moral and spiritual awareness so that children are able to take their places as responsible and thoughtful members of a community.

- Develop links with the world of work in order to prepare students for adult life.
- Encourage an awareness and understanding of other cultures, beliefs and countries.
- Encourage autonomy and independence in students, so that they are able to take responsibility for their own progress and development.

2.2 School Context

- Filey School, a Technology College, is a mixed, non-denominational, maintained comprehensive serving Filey town, (pop 7130) & a number of villages, the largest of which is Hunmanby, (3350). Almost 50% of our students travel to school on buses, some travelling up to 20 miles. We became a Technology College in September 2005. Current NOR is 819. In 2002 it was 733 & in 1996 was 540. The roll peaked in 2005 but there is outline planning permission for 300 homes nearby. The school is non-selective & takes 93% of the students from the catchment for which there is no other non-denominational state secondary school. Approx 25 students come from out of catchment every year and some groups are well above the MAL; currently we are closed to intakes in Years 9 and 10.
- Staff are given appropriate training and equality issues as part of their induction and during CPD sessions throughout the year.
- The turnover of staff has been quite high in the last 4 years, owing largely to promotion and retirements. Almost $\frac{2}{3}$ of the staff have joined during the last 5 years. The school roll is growing and there are more mid year admissions than departures.
- There are 16 disabled students and 2 disabled staff (according to DDA definition of disability).
- It is not anticipated that the school will take more or less disabled students in future.
- The school makes the following reasonable adjustments:

Filey School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, Filey School also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school, and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Filey School will endeavour to ensure that disabled people receive the same standards of service as everyone else.

In the light of this, Filey School will:

Communicate to all staff that our policy for the provision of educational services ensures the inclusion of disabled people. Such communications will address the legal obligation of individuals and the organisation as a whole.

Address acts of disability discrimination via existing conduct codes, where appropriate.

Encourage suppliers, contractors, to adopt similar policies towards disabled people.

In order to ensure that the services it provides effectively meet the needs of disabled customers, the school will:

- Consult with disabled students, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate their availability to both students and staff.

- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- People can make improvement suggestions and requests.
- Operate an accessible complaints procedure whereby disabled assistance.
- Information is provided for disabled students who are hard of hearing/partially sighted by using special print, audio and Teaching Assistant help.
- The ethnic composition of students and staff (2010) is:

Ethnicity Code	Description	Number of Students
BOTH	Any Other Black Background	1
AOTH	Any Other Asian Background	1
CHNE	Chinese	1
MOTH	Any Other Mixed Background	3
MWAS	White and Asian	4
MWBA	White and Black African	1
MWBC	White and Black Caribbean	1
REFU	Refused	3
WBRI	White British	793
WIRI	White – Irish	0
WOTH	Any Other White Background	3
WIRT	Traveller of Irish Heritage	8

- Racist incidents at the school are recorded. Last year there were 4. There is a relatively low number of incidents of a racial nature locally, compared with the national.
- English is the first language spoken by all students at present.
- 5 members of staff are at least bi-lingual and speak French and/or Spanish, English.
- Our recruitment procedures are in line with those of NYCC with regard to social identity factors.
- Outcome for students are analysed against sound identity issues and aspects of vulnerability. These are mentioned on a regular basis by a School Improvement Team. There are regular staff, student, and parent questionnaires.

Facilities to Assist Access to School by Students with Disabilities...

- Lifts to enable access to upper floors.
- Ramps to enable access to entrance, mobiles etc.
- Stairlift to enable access from raised reception area.
- Disabled toilet and wash facilities.
- Designated parking bay.

2.3 Responsibilities

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas;
- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and students adhere to it;

- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all students and staff to reach their full potential.

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (see Para. 1.2);
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- electing a nominated governor with responsibility for Equalities who, with the Headteacher, will report to the full governing body.

The Headteacher is responsible for:

- co-ordinating all equality work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or students who discriminate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

People with specific responsibilities:

- Mrs Janet Coleman is the person responsible for monitoring and sharing with staff those vulnerable students and how their needs will be met.
- Mr Andy Dickinson, Headteacher
- Mrs Julia Waines, Assistant Head / Director of Inclusion
- Mr Barry Honeysett, Site Supervisor, i/c Accessibility Plan

All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

All students will:

- learn about and understand the school's Equality Scheme and be expected to behave in accordance with it;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

- ensure the peer support programme within the school promotes understanding and supports students who are experiencing discrimination;
- monitor progress through the school council.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

3.1 Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

3.2 Mechanisms for involvement

At this school the following mechanisms will ensure the views of **students** inform the Equality Scheme and action plan:

- Exit interviews with students;
- School council;
- Individual interviews with students involved in incidents of a discriminatory nature;
- Individual interviews with students experiencing reasonable adjustments;

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Exit interviews with staff;
- Regular meetings with union representatives;
- E-forums;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Feedback through parent questionnaires;
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults using the school beyond the school day;

The school's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and

ensure views can be heard. This way the school will learn what works and the involvement of students, staff and parents will improve and deepen over time.

4 Making it happen

4.1 Implementation of Policy

The progress of the scheme will be monitored and evaluated by the Governing Body.

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- discussions with the School Improvement Partner.

4.2 Publication

This Equality Scheme will be published and available to anyone requesting a copy.

4.3 Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed.

If this information is not presented in a format which can easily be accessed, please ask us.

Reviewed Annually

Reviewed July 2010

This Policy has been accepted by the Governors:

Signed:  Chair of Governors

Date: accepted by the Governing Body: 5th October 2010