



HuishEpiscopi

# Policy Document

Single Equality Scheme  
2015-2018



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<b>Notes</b>				

This Single Equalities Scheme is no longer statutory, however a statutory requirement to comply remains. There is no longer a requirement to maintain this policy although a review will take place every three years. Although there is no statutory requirement for a Single Equalities Scheme, there is still legislation to comply with in respect of Race, Disability, Gender and Equal Opportunities. This policy details the Academy Scheme for dealing with these and will be reviewed every three years.

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## 1 Introduction

**Huish Episcopi Academy** welcomes its responsibilities under recent legislation to promote equality of opportunity and outcomes for different groups of people. Although we are not required to produce a single equality scheme, there are many similarities between the expectations of different pieces of legislation and we believe that a single scheme will promote effective action to address inequalities. This scheme will therefore describe how we meet our obligations to promote:

- 1 Race equality, including equality for people of different religions and beliefs
- 2 Disability equality
- 3 Gender equality
- 4 Community cohesion

It will also include actions designed to ensure we fulfil our obligations to meet the needs of lesbian, gay, bisexual and transgender people.

A guide to the legislation from which the above duties arise is included in **Appendix I**.

In writing this scheme we have drawn on the Single Equality Scheme produced by the Department for Children, School and Families (DfE) in Autumn 2007. The introduction to the DfE scheme sums up the reasons why schools and other public organisations are now required to produce equalities schemes:

*“Every child deserves to be safe and loved and have a healthy and happy childhood, free from harm; every child should have the chance to make the most of their talents and fulfil*

*their potential. But not every child gets the same opportunities and not every family is able to take up those that are available. Some families struggle more than others against disadvantage and discrimination. Some children are at greater risk of harm and/or ill health than others are. Not every childhood is a happy one. Life is not yet equal for disabled children and their families, nor is it for children and families from many minority ethnic communities. For some children, young people and families, these inequalities make it hard for them to realise their personal potential without extra support. The fact that so many young people who have experienced disadvantage do not gain such impressive results at GCSE as their peers is but one pointer to the fact that they do not always get that extra support. For some children, young people and families, discrimination against them because of their ethnicity, disability or circumstances ignores their potential and suppresses their ambition. Discrimination impoverishes lives. Most obviously, it deprives those who suffer from it of dignity and opportunity. The fact of discrimination against minorities also demeans and undermines the strength of our society as a whole.”*

(DfE Single Equality Scheme – December 2007)

At **Huish Episcopi Academy** we are committed to ensuring equality of education and opportunity for all our pupils, for their parents/carers, for staff and for all those receiving services from the Academy, irrespective of their gender, disability, ethnic background or other characteristics. We believe that diversity is a strength – for our Academy, its community and Britain as a whole – and we will work proactively to address inequality and foster positive attitudes to diversity so that all those who learn, teach and visit here are respected and valued.

## 2 Aims of this scheme

This is our Single Equality Scheme. Through it, the existing work we have carried out over many years to address the specific needs of individuals and groups of children and young people will be developed and enhanced. Developing the scheme has enabled us to re-examine this work, involve a wide range of stake holders and consider outcomes for children and young people from different groups, so that we are in a stronger position to identify key priorities and work to address them. Our action plan sets out these priorities and how we will achieve them. We will regularly review our progress and ensure that outcomes are published and any necessary changes to our approaches are made.

## 3 Principles

We are adopting seven principles, adapted from those chosen by the DfE in their Single Equality Scheme.

### **Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and should benefit from our Academy's policies, practices and programmes:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 2: Relevant differences should be recognised – we recognise and respect diversity**

Treating people equally can mean treating them differently. Different people have different needs and treating them all the same can lead to some people being disadvantaged because their needs are not met. Our policies, practices and programmes must not discriminate, but may be differentiated to take account of differences in life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, culture and religion, so that different cultural backgrounds and experiences of racism are recognised;
- gender and sexual orientation, so that the different needs and experiences of boys and girls, women and men are recognised;
- factors such as age, income, family circumstances or where people live, so that different needs and experiences are recognised.

### **Principle 3: Workforce development**

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation and faith, national origin or national status;
- whatever their gender or sexual orientation; and,
- irrespective of other factors such as age, income, family circumstances or where they live.

### **Principle 4: Positive attitudes and relationships should be fostered**

Policies and programmes should promote:

- positive attitudes towards disabled people, and good relations between disabled and non-disabled people;
- positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, religious affiliation and faith, and national origin or national status;
- mutual respect and good relations between boys and girls, women and men, and people of different sexual orientation; and,
- mutual respect and good relations between people from different age groups, with different income or family circumstances or who live in different places.

### **Principle 5: Society as a whole should benefit**

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life of:

- disabled people;
- people of a wide range of ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people from different age groups, with different income or family circumstances or who live in different places.

### **Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts, our policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- boys and girls, women and men, and people of different sexual orientation; and,
- people from different age groups, with different income or family circumstances or who live in different places.

### **Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and be based on principles of transparency and accountability. It is particularly important to involve those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- disabled people;
- people of minority ethnic, cultural and religious backgrounds;
- women as well as men, and lesbian, gay, bisexual and transgender people as well as heterosexual people; and,
- people who face challenges because of their age group, income, family circumstances or where they live.

Our Academy supports the DfE view that policies and practices should be reviewed in the light of these seven principles, which are also laid out in **Appendix II** to guide such reviews.

## **4 How we have gathered information on the effects of our policies and practices on people from different groups**

We have gathered and analysed a wide range of information about our policies and how they affect girls and boys, disabled children and young people and those from minority ethnic or religious communities and their families. We have also reviewed evidence relating to other groups that may face particular challenges. We have looked in particular at differences in outcomes for children and young people at the end of each Key Stage. Where possible we have compared the achievement of different groups. Where the numbers of individuals in groups are small, we have reviewed individual progression to identify issues. We have also made use of national and local evidence of underachievement.

*We have also looked at evidence related to the impact of the new behaviour and Reward Policy in dealing with incidents of disruptive behaviour and exclusions, levels of attendance within various minority or ethnic groups, uptake and involvement in the wide range of extra curricular activities and aspects of equality within the whole community under the auspice of the Academy's Community Cohesion Action Plan, which has an appreciation of local, national and international equality issues.*

We recognised that we could not initially look at all areas where outcomes may be different and will need to ensure a rolling programme of policy review over the next three years, as outlined in section 8 below.

## 5 How we have involved people from different groups in the development of our scheme

In the DfE's Single Equality Scheme it is suggested that the key to involvement, as opposed to just consultation, can be found in the three 'Involvement Ss' – stage, status, and scale. In other words, it is important to involve people from an early stage, make sure that people from different groups are actually involved in discussing and creating the scheme, and ensuring there is a wide range of activities to engage with people.

National guidance from the Disability Rights Commission confirms this:

*"It is important to constantly remember that involvement is not the same as consultation. The involvement required is a deeper process than simply consulting people on their opinions or needs. The involvement required will, for example, be more than just asking a group of people their opinion of the Disability Equality Scheme."*

*"The Codes of Practice on the Duty indicate that involvement should: 'be influential – people outside the organisation should be able to see how the involvement has affected the public authority's plans'."*

We recognised that as a single Academy with many priorities it would be difficult to do this effectively. We therefore decided to use a range of approaches:

- To consider the audit evidence that informed the Academy's Community Cohesion Action Plan, addressing issues of equality and diversity;
- To undertake a further audit within the setting of a small working group, led by staff, but involving a range of other people, some of whom have personal experience of and expertise on the needs of minority ethnic groups and disabled people, and understand some of the barriers they face;
- Ensuring that a senior manager was represented on the group;
- Attending training led by people who have personal experience of and expertise on the needs of minority ethnic groups and disabled people;
- Making use of consultation carried out by the Local Authority;
- Working with other local schools (presently via work with primary schools through the science specialism as well as developing links with two local secondary schools regarding the Community Cohesion aspects of equality and diversity). A development point for the future is to recognise common elements with the policies of local primary schools to promote equality and diversity;
- Identifying and talking to our disabled pupils and those from minority ethnic and faith groups;
- Carrying out some of our own consultation activities to establish the views of children and young people, parents/carers, staff and community users of the Academy, including organising open meetings, targeted focus group discussions, questionnaires and informal social groups for children and their carers;
- Making use of existing groups such as our School Council, Parent School Association, Trade Unions, local community organisations and on-line forums; and,
- Doing in-class work with pupils on issues related to gender, ethnicity and disability equality.

Through these activities, we ensured that we had involvement of disabled people, people from minority ethnic and faith groups, men and boys, women and girls, and that this involvement was at various stages – including identifying issues and barriers, agreeing priorities, planning activities and finalising our scheme.

We recognise that the processes we have been through have not been perfect and that effective involvement is not a one-off event. We will ensure that there are further opportunities for involvement, including feedback on our progress. Our current involvement activities have put us in a stronger position to ensure further engagement with people from a range of groups in the future.

Following the Community Cohesion audit which addressed issues of equality and diversity the following key issues were identified;

- A lack of appreciation of the range of cultural diversity, faith and sexual identity

Our aim is to follow up this audit with the raising of specific key issues generated from the working group (as recognised in section 5) with a focus on the following stakeholders;

- Children and young people
- Parents and carers
- Staff
- Community users of the Academy

## 6 How we have considered the need to include objectives to address the causes of gender pay gaps in formulating our overall objectives

National guidance on the Gender Equality Duty makes it clear that although most schools do not set their own pay systems, as employers, they are legally liable under the Equal Pay Act for their implementation. As an Academy we have already adopted the Local Authority's pay and grading policy and flexible working policy. We also ensure that these are consistently applied. Through the application of these policies we ensure that pay decisions, including procedures for awarding teaching and learning responsibility points, and decisions that may affect teachers on maternity leave, are free from discrimination and that the needs of staff in relation to flexible working are considered. We also ensure fair access to training and development opportunities.

We are aware of the need to find out whether our policies may be contributing to the gender pay gap both within our own workforce and beyond. We have identified some actions that we can take to address gender stereotyping and occupational segregation in the workforce as a whole, in particular the greater prevalence women in low paid areas of the workforce, so that as an Academy we are contributing to closing the pay gap for women.

## 7 How we will use the information we have gathered

The information we have gathered has been used to establish our key priorities for the next three years and these are contained in our action plan (see **Appendix IV**). This will be reviewed regularly and amended as necessary, for example in the light of new information that we obtain through assessing the impact of all our policies.

## 8 How we will assess the impact of our policies

We understand that it will take time to fully assess the impact of our Academy's policies and practices on people from different groups – boys and girls, women and men, people with disabilities, those from minority ethnic or religious groups or whose backgrounds differ in other ways. The evidence on impact that we already have has been included in this scheme. Looking properly at the outcomes of other policies and practices will take more time and may be difficult. However, we understand the importance of doing this and in

accordance with legislation we will make sure that over a three year period we assess the impact of all policy areas. We will initially focus on:

- **The use of data for specific groups to assess, and subsequently address, gaps in attainment and progress in different subjects (by using National Curriculum Assessments, CAT scores, GCSE, Fischer Family Trust and other assessment data)**

Subsequently, we will look at:

- ***The impact of 'catch-up' or 'booster' classes'***
- ***Fixed term and permanent exclusions***
- ***Attendance***
- ***Option choices, future study/career aspirations, work experience placements, provision of careers information, advice and guidance, and post 16 choices (bearing in mind that gender stereotypical career choices may have a significant impact on future progression and income – this is a development point - a greater appreciation of which groups are choosing which subject areas during the Year 9 options process to understand and then seek to address stereotypical choices)***
- ***Bullying (including racist, sexist and homophobic bullying)***
- ***Complaints***
- ***Attitudes of different groups for example boys and girls to reading, writing and different areas of the curriculum***
- ***Participation in Academy trips/educational visits***
- ***Participation in sport and physical activities (including after school activities)***
- ***Participation in other aspects of Academy life for example School Councils***

To support our staff in assessing the impact of policies we will use a framework based on one developed by the DfE (see **Appendix II**).

We will ensure that the outcomes of such impact assessments are considered by our equalities working group and fed into whole Academy improvement planning and planning at departmental/subject level where appropriate.

## 9 How we will report on progress and review our scheme

This Single Equality Scheme replaces our previous policies and schemes related to race, disability, gender and equal opportunities. We will produce a summary report on progress and fully update the scheme on an annual basis. We will also update and revise our action plan during the course of each year in the light of any significant policy developments, fresh evidence or new commitments.

## 10 Our priorities for the next 12 months

The key priorities that we have identified are:

- **Through our working groups e.g. Student Anti-bullying Ambassadors, Student Council and Feedback Forum, we seek to identify the key issues of equality and diversity within our Academy/community**
- **To raise awareness across the staff and the whole Academy community**
- **To provide appropriate intervention for specific groups to narrow gaps in attainment through the effective use of data**

Our action plan (**Appendix IV**) contains details of how we will address these priorities.

## Appendix I

### The legal framework

#### 1 The Race Relations Amendment Act (2000)

The Race Relations (Amendment) Act 2000 came into force in April 2001 and places a general duty on schools to promote race equality. This general duty means that schools must aim to:

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

The general duty is obligatory, which means that it must be met. Schools cannot claim that they do not have the resources to meet their responsibilities. These responsibilities should be built into the work that schools already do.

The weight given to race equality should be in proportion to its relevance. However it is important to note that “proportionality” and “relevance” is not dependent on the size of the minority ethnic population in a school. Race equality is important, even if there is no one from a minority ethnic group in the Academy or local community. Education plays a vital role in influencing young people and developing positive attitudes to diversity.

The general duty will be particularly relevant to the functions of schools such as admissions, assessments, raising pupils’ attainment, curriculum development and delivery, behaviour and discipline (including exclusions), staff selection and recruitment.

In general terms, this means that all schools need to:

- have a pro-active approach;
- “mainstream” race equality by building it into existing policies and procedures;
- meet all three parts of the general duty.

The Race Relations (Amendment) Act also places specific duties on schools, in order to help them meet the general duty. These duties are described below.

#### 1 Every school is required to prepare a written race equality policy and keep it up to date

This policy should be linked to strategic planning and decision-making. It should also clarify roles and responsibilities.

#### 2 Every school must assess the impact of policies, including its race equality policy, on pupils, staff and parents from different racial groups

Assessing the impact of policies requires a detailed, in-depth look at policy areas, using both quantitative and qualitative data. Quantitative data will be available through the process of monitoring described under the next heading. Qualitative evidence could come from a number of sources.

It is not expected that the impact of all policies will be assessed at the same time. Rather, the assessment of the impact of policies on different racial groups should be part of the normal cycle schools have for reviewing each policy.

Qualitative evidence is important when assessing impact because raw data alone will often not provide an adequate basis for taking action. Assessment of impact must

include looking at causality. So, for example, if figures show that pupils from one or more minority ethnic groups have lower levels of attendance or participation or attainment than other pupils, we need to ask why this is the case. This may require staff to talk to pupils and parents, or examine approaches to teaching, in order to identify reasons. Once explanations have been uncovered, then appropriate action can be taken.

### **3 Every school must monitor the impact of policies on pupils, staff and parents from different racial groups**

Monitoring will involve collecting and analysing data for different racial groups in order to measure the Academy's performance and effectiveness.

Monitoring attainment and progress by racial group, analysing it and using it to examine trends is a particularly important part of this process. However, monitoring of other areas that could have an adverse impact on pupils' attainment is also important. This will include monitoring exclusions, attendance, racial harassment and bullying, rewards and sanctions, parental involvement, community involvement, membership of the staff or Academy Board, and provision of advice and guidance.

Monitoring data should be used to:

- Highlight any differences between pupils of different racial groups
- Ask why these difference exist and test the explanations given (see assessing the impact of policies above)
- Decide what further action needs to be taken to improve the performance of pupils from specific groups
- Review and set targets in relevant strategic plans.

### **4 Employment**

Whilst schools are not directly bound by the employment duties, they will need to take account of employment to meet the general duty. Local Authorities are required to monitor and report on staffing in every maintained school. Schools will therefore need to supply data on:

- Staff in post
- Applicants for employment, training and promotion
- If a school has 150+ full time staff, grievances, training, discipline, performance management and reasons for leaving.

The specific duties mean in practice that every school will need either a specific race equality action plan, linked to the school improvement plan, or a specific part of the school improvement plan dealing with race equality issues:

***“We suggest that you link your race equality policy to an action plan, and put the plan into practice. The action plan could be part of your strategic plan and you could develop and introduce it through your normal planning and decision-making processes”***

From 'The duty to promote race equality: a guide for schools' Commission for Racial Equality p.15

More detailed guidance on meeting the duty to promote race equality is available on the Equalities and Diversity team website:

[http://www.six.somerset.gov.uk/equalities/do\\_download.asp?did=23430](http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23430)

## **2 The Disability Equality Duty (from December 2006 for secondary and middle schools, December 2007 for primary and special schools)**

The duty requires that every public authority (including schools) shall in carrying out its functions have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and,
- take steps to meet disabled people's needs, even if this involves treating disabled people more favourably than other people.

*“The main aim of the general duty is to promote disability equality. Schools will need to look at everything they do, on a day-to-day basis, and think about how equality of opportunity for disabled people can be better promoted. To do this successfully schools will need to embed disability in all management practices and policy development.”* DRC guidance for schools 2006

*“‘Due regard’ means that schools should give due weight to the need to promote disability equality in proportion to its relevance. One element of proportionality should mean that schools with greater resources are more able, and should make more effort, to promote disability equality. Another dimension of proportionality is that schools should prioritise those areas that are likely to bring about the greatest outcomes for disabled children, young people and adults.”* DRC guidance for schools 2006 (which contains exemplification about what this might mean for large and small schools on p.10 onwards)

The specific duty regulations require authorities, including all schools, to produce and publish a Disability Equality Scheme, to implement certain aspects of the scheme and to report on it. The scheme may be included in another document or plan (see code of practice for further details). The full text of the regulations is set out in Appendix C of the statutory code of practice, but in summary they state that:

- a public authority should publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties;
- a public authority should involve disabled people in the development of the scheme;
- the scheme should include a statement of:
  - the way in which disabled people have been involved in the development of the scheme;
  - the authority's methods for impact assessment;
  - steps which the authority will take towards fulfilling its general duty (the "action plan");
  - the authority's arrangements for gathering information in relation to employment, and, where appropriate, its delivery of education and its functions;
  - the authority's arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent Disability Equality Schemes.
- a public authority must, within 3 years of the scheme being published, take the steps set out in its action plan (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information; and,
- a public authority must publish a report containing a summary of the steps taken under the action plan, the results of its information gathering and the use to which it has put the information.

More detailed guidance on meeting the Disability Equality Duty is available on the Equalities and Diversity team website:  
[http://www.six.somerset.gov.uk/equalities/do\\_download.asp?did=23594](http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23594)

### 3 The Gender Equality Duty (April 2007)

All schools and other public bodies have a **general responsibility** under the Gender Equality Duty to:

- Eliminate unlawful sex discrimination and harassment; and,
- Promote equality of opportunity between men and women.

Unlawful sex discrimination and harassment includes discrimination as defined by the Sex Discrimination Act 1975 (SDA) and the Equal Pay Act 1970 (EqPA).

There is also a **specific duty** placed on schools by the Gender Equality Duty, to create a Gender Equality Scheme. The scheme needs to show how the school has:

- **Considered the need to include objectives to address the causes of any gender pay gap** in formulating its overall objectives;
- **Gathered and used information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services (particularly those to children and young people);
- **Consulted stakeholders and taken account of relevant information** in order to determine its gender equality objectives; and,
- **Assessed the impact of its current and proposed policies and practices** on gender equality.

The school is required to:

- **Implement the actions set out in its scheme** within three years; and,
- **Produce a summary report** against the scheme every year, which may be incorporated within another strategic document, and **review** the scheme at least every three years.

It is important that the scheme includes gender equality objectives based on information, consultation with stakeholders and an assessment of the impact of policies. The scheme should provide a clear framework to help the school identify objectives, and plan, deliver and evaluate the steps needed to meet the duty.

More detailed guidance on meeting the Gender Equality Duty is available on the Equalities and Diversity team website:  
[http://www.six.somerset.gov.uk/equalities/do\\_download.asp?did=23682](http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23682)  
[http://www.six.somerset.gov.uk/equalities/do\\_download.asp?did=23754](http://www.six.somerset.gov.uk/equalities/do_download.asp?did=23754)

### 4 Responsibilities relating to lesbian, gay, bisexual and transgender children and young people and staff

The Employment Equality (Sexual Orientation) Regulations 2003 protect all staff in schools against discrimination or harassment on the grounds of their sexual orientation. Employers must take action to stop such behaviour. These laws also cover perceived sexual orientation or association (for example harassing someone because of a friend or family member's perceived sexual orientation).

Part 3 of the Equality Act 2006 outlaws discrimination on the grounds of sexual orientation in the provision of 'goods and services'. This came into effect on 30 April 2007 and covers all public bodies including schools. DfE guidance document 'Homophobic bullying: safe to learn – embedding anti-bullying work in schools' gives a few examples of what this means in practice:

- Ensuring that children and young people are not refused admission to a school on the ground that they are or are thought to be lesbian or gay, or because they have gay relatives;
- Ensuring that lesbian and gay children and young people are not prevented from taking advantages or opportunities such as being a school prefect; and,
- Treating homophobic bullying with the same level of seriousness as other forms of bullying.

The above DfE guidance also summarises the position regarding Section 28 of the Local Government Act 1988, which confused many schools with regards to what could be said in relation to homosexuality due to issues around the word 'promotion':

*"Section 28 was repealed in 2003 and is no longer law. There are no, and never have been any, legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and respond to, and preventing homophobic bullying."*

## **5 The Duty to Promote Community Cohesion (September 2007)**

The DfE document 'Guidance on the duty to promote community cohesion' groups schools' contribution to community cohesion under three broad headings:

### **i. Teaching, learning and curriculum**

This includes helping children and young people to:

- understand the perspectives of other people;
- value diversity whilst promoting shared values;
- promote an awareness of human rights and to apply and defend them, including challenging prejudice, discrimination and stereotyping; and,
- develop the skills of participation and responsible actions.

### **ii. Equity and excellence**

This includes:

- ensuring equal opportunities for all to succeed at the highest level possible;
- striving to remove barriers to access and participation in learning and wider activities; and,
- working to eliminate variations in outcome for different groups.

### **iii. Engagement and extended services**

This means providing opportunities 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 to take part in activities and receive services which build positive interaction and achievement of all groups.

Guidance on meeting the Duty to Promote Community Cohesion is available on the DfE website:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00598-2007&>

## Appendix II

### Our racial harassment policy

#### Introduction

Huish Episcopi Academy welcomes its duties under the Race Relations Amendment Act 2000. We are committed to a whole-Academy approach that will:

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

We have integrated our race equality policy within a single equality scheme which ensures that similar approaches are adopted for all areas of equality work, including race, disability and gender equality. Our approach to involving people from different ethnic groups and our priority actions to address race equality issues are included in our single equality plan.

However, we believe that our approach to addressing racial harassment and racial incidents is of such importance that it should be set out separately. This also links with our overall approach to safeguarding.

#### Responding to racial incidents – general principles

We recognise that racial incidents are very varied, but must all be taken seriously in order to:

- reassure the targets/victims of racism;
- ensure that incidents do not recur;
- ensure that all members of our Academy community understand that racial incidents are not acceptable; and,
- ensure that the Academy community as a whole remains safe.

Sometimes no overt racist language may have been used and it may not be immediately apparent that an incident is racial. However in law, for the purposes of reporting and recording, **“a racist incident is any incident which is perceived to be racist by the victim or any other person” (Stephen Lawrence enquiry report)**. This definition was used to ensure that incidents are always properly investigated and never treated lightly because the individual person to whom an incident is first reported is not convinced that a particular incident was racist.

We therefore ensure that all racial incidents are recorded, investigated and reported to the Local Authority, and that appropriate and proportionate actions are taken. The Local Authority’s racial incident reporting form is used to report all incidents, and contains a list of the many different types of racial incidents, including name calling, racist statements, racist jokes, assault, damage to property, graffiti, social exclusion and spreading malicious rumours, any of which might be verbal or through text messaging or other technology.

Our approach to racist bullying sits within our approach to all bullying, which we always address robustly. We also recognise that there are features of racist bullying that can make it particularly hurtful. These have been summarised in information on Teachernet and include:

- Racism has a long history affecting millions of people and is a common feature in wider society. People are seriously harmed and injured by it.

- Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time.
- Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth.
- A distinctive feature of racist bullying or insults is that a person is targeted not as an individual, as in most other types of bullying, but as the representative of a family, community or group. Other members of the same group, family or community can therefore be made to feel threatened and intimidated as well. People who experience racism may feel they have to stand up against it not just for their own sake but on behalf of their family and community and there is an increased danger of cycles of verbal abuse and possibly violence developing.
- The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist hostility. It is therefore important that children and young people showing racist attitudes are helped to understand the seriousness of racism so that they do not suffer the consequences of this in later life.

## Responding to racial incidents – our approach

Our approach to responding to individual incidents and in particular the sanctions we take will vary depending on which of the following broad categories the incident falls into:

- 1) No offence was intended or taken;
- 2) Hurt or distress was caused, but the offending behaviour is unlikely to be repeated;
- 3) Hurt or distress was caused, and the children and young people (or adults) responsible, had previously been warned that their behaviour was unacceptable;
- 4) Substantial hurt or distress was caused; the behaviour was based on substantial hostility and prejudice; the behaviour may be repeated.

As stated above, we are never dismissive about incidents, for example ignoring or making light of them. Nor do we take a merely punitive approach – expressing disapproval or punishing without complementary teaching and learning about why prejudice and racist bullying are wrong, or why comments/actions have caused hurt. We always ensure we take the time to help children and young people understand why racism is wrong and wherever appropriate we use restorative approaches, which include: supporting the victim(s) by attending to the needs of those on the receiving end of racism; preventing re-offending by enabling offenders to assume active responsibility for their actions and reintegrating them into the Academy community; avoiding escalation; and, repairing and recreating the community damaged by the bullying. We also ensure that we keep parents/carers informed about racial incidents that have affected their children and the outcomes of investigations into such incidents.

## Staff responsibilities for responding to racial incidents

Promoting race equality and responding to racial incidents is the responsibility of the whole Academy community and we try to ensure that all members of the community are aware of their responsibilities.

The **Academy Board** is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and strategies are implemented. It monitors racial incidents on an annual basis and ensures that where appropriate this review informs future planning.

The **Principal** is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities (through the staff handbook and other information sharing) and are given appropriate training and support. The Principal also has responsibility for investigating racial incidents, contacting the local authority for advice where necessary, taking appropriate action including keeping parents/carers informed of the outcomes of investigations and reporting incidents to the Local Authority (though this responsibility may sometimes be delegated to other senior managers).

All **teachers and other staff** are expected to respond appropriately to any racial incidents that may occur, indicating that such behaviour is not acceptable. They also ensure that incidents are reported quickly to the Principal and/or other senior staff. Staff know that whenever an incident is reported to them by someone else as racist they must report it to senior staff. Whenever they witness an incident (rather than it being reported to them by others) and they are uncertain as to whether or not it should be treated as racist, they report it to senior staff.

Guidance has been given to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. School Perceived Racist Incident Record Forms are held by, actioned and recorded by The Assistant Principal for Behaviour and Attendance (currently JMW).

All **pupils** are encouraged to treat each other, and other people they meet, with respect, and to report any incidents of a racial nature to an adult.

All **parents/carers** are made aware of this policy and encouraged to report any incidents of a racial nature to a staff member.

Approved by Pay and Personnel Committee:	3 March 2015
Date for review (3 years):	March 2018 (unless changes required earlier)

## Appendix III

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed derived from the principles in Section 3

<b>Key topics</b>	<b>Disability</b>	<b>Ethnicity, culture, religion and belief</b>	<b>Gender and sexual orientation</b>	<b>Other factors</b>
<i>1. Outcomes for learners</i>	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whatever their gender or sexual orientation? Or are outcomes different for females and males, or children and young people with different sexual orientations, with some being disadvantaged?	Do our policies benefit all learners and potential learners, irrespective of other factors such as age, income, family circumstances or where they live? Or are some groups being excluded or disadvantaged?
<i>2. Recognising relevant differences</i>	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of girls' and boys', women's and men's, differing experiences or of the experiences of lesbian, gay, bisexual and transgender people? Or is a 'one size fits all' approach adopted?	Is due account made of the differing experiences of people depending on factors such as age, income, family circumstances or where they live? Or is a 'one size fits all' approach adopted?

<b>Key topics</b>	<b>Disability</b>	<b>Ethnicity, culture, religion and belief</b>	<b>Gender and sexual orientation</b>	<b>Other factors</b>
<i>3. Benefits for the workforce</i>	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whatever their gender or sexual orientation? Or are there differential impacts, both positive and negative?	Do all members and potential members of the workforce benefit, irrespective of factors such as age, income, family circumstances or where they live? Or are there differential impacts, both positive and negative?
<i>4. Attitudes, relationships and cohesion</i>	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between boys and girls, women and men, and people of different sexual orientations? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?	Do our policies promote good relations between people from different age groups, with different income or family circumstances or who live in different places? Or are there tensions and negative attitudes?
<i>5. Benefits for society</i>	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men, and people of all sexual orientations? Or are women, or lesbian, gay, bisexual and transgender people, excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of all citizens irrespective of age, income, family circumstances or where they live? Or are certain groups excluded or marginalised?

<b>Key topics</b>	<b>Disability</b>	<b>Ethnicity, culture, religion and belief</b>	<b>Gender and sexual orientation</b>	<b>Other factors</b>
<i>6. Positive impact on equality</i>	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men, and people of different sexual orientations, that currently exist? Or do inequalities, for example in seniority and pay, continue?	Do our policies help to reduce and remove inequalities between people from different age groups, with different income or family circumstances or who live in different places? Or do barriers and inequalities continue?
<i>7. Consultation, involvement and accountability</i>	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men, and people of all sexual orientations? Or are the views and experiences of women or men, or lesbian, gay, bisexual and transgender people, not sought or heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds, including people from different age groups, with different income or family circumstances or who live in different places? Or are certain views and experiences not sought or not heeded?

## Appendix IV

### Information about involvement activities

1. A summary of feedback obtained by the Local Authority, through targeted involvement activities with groups of children and young people, parents/carers and staff in Somerset (October 2009)

#### **A summary of feedback obtained by the Local Authority, through targeted involvement activities with groups of children and young people, parents/carers and staff in Somerset (October 2009) – extract from SCC Children and Young People’s Directorate Single Equality Plan**

Group	Findings/issues raised
<b>Ethnicity</b>	
<p>C&amp;YP from minority ethnic groups, including Travellers and those learning English as an additional language</p> <p>Sources – C&amp;YP, community surveys, organisations representing minority ethnic groups, staff in schools</p>	<p>Overall</p> <ul style="list-style-type: none"> <li>▪ Generally high levels of satisfaction with schools, pre-school providers and other services for C&amp;YP</li> <li>▪ Value for parents of being able to come together in networks/forums e.g. to share concerns, offer mutual support.</li> <li>▪ Importance of acknowledging the contribution of different civilisations throughout the ages within the school curriculum</li> <li>▪ Importance of role models and mentors from minority ethnic communities</li> </ul> <p>Bullying and racism</p> <ul style="list-style-type: none"> <li>▪ Concern about racial incidents, including sometimes persistent low level abuse that can make issues hard to raise</li> <li>▪ Common dissatisfaction with responses of schools and other services to racial incidents, and how feedback on investigations and follow-up actions is given to parents/carers and C&amp;YP</li> <li>▪ Concern that staff do not always accept that incidents are racist, despite legal definition based on perception</li> <li>▪ Concern that victims of racism can end up being punished more severely than perpetrators if they fight back because of perceived inaction by schools</li> <li>▪ Need for more staff training, including information on appropriate language to use</li> <li>▪ Value of Somerset Racial Inclusion Project providing support for victims of racial incidents</li> <li>▪ Need to improve recording of racial incidents in settings other than schools</li> <li>▪ Importance of working with the Police to address issues</li> <li>▪ Insufficient support in schools to meet the additional needs of pupils from Minority Ethnic groups at risk of exclusion</li> <li>▪ Value of school SMT leadership on race issues</li> <li>▪ Under-reporting of racial incidents</li> <li>▪ Bullying is very hard to deal with and teachers often make it worse when they try to deal with it</li> </ul>

- Need for very careful investigation into who started problems – teachers need to recognise when young people have just retaliated
- Need to educate all C&YP about different cultural traditions (bullying often happens when people are unsure)

#### Traveller issues

- Concern about widespread use of negative language about Travellers (e.g. ‘Pikey’) which it is thought is not challenged sufficiently robustly in schools
- Concern about being seen as dirty
- Common perception that it is better not to disclose Traveller identity (to avoid abuse/discrimination/problems with friends)
- Need for advice from staff on a wide range of issues e.g. careers, friendship, sex, helping solve problems and make decisions

#### EAL issues

- Difficulties experienced by, and lack of support for, young people in 15+ age range moving here from abroad
- Dissatisfaction with use of other pupils as interpreters
- Many teachers help EAL learners in a range of ways (e.g. talking slowly, using gestures giving individual attention, providing bilingual dictionaries) but this is not consistent and more support could be given (e.g. 1:1 and small group time, talking slowly, using gestures, allowing talk before writing)
- Importance of supporting young people who want to take community language GCSEs
- Need for more funding/support to help schools meet the needs of EAL learners
- Need for improved translation/interpreting services
- Need for more staff training on meeting needs of EAL learners
- Need for support to help staff in schools identify SEN in EAL learners
- Bullying, gangs and community safety are issues
- Need for advice and support e.g. learning, education and school, future and careers
- Importance of being able to talk to adults in confidence
- Concern about possible negative impact of recession on attitudes towards migrant workers
- Concern from some British pupils that some EAL learners don’t seem to want to fit in with peers and speak in English
- Negative impressions about migrant workers in the media
- People are often scared or threatened by other cultures – need for more teaching about other cultures and countries

#### Workforce issues

- Value of employee networks and importance of schools releasing staff to allow attendance at network meetings
- Importance of addressing workforce under-representation

<p>C&amp;YP who are disabled and/or have Special Educational Needs</p> <p>Sources – C&amp;YP, parent/carer consultation, SCC working groups</p>	<p>Overall</p> <ul style="list-style-type: none"> <li>▪ Importance of adult support e.g. good relationships, consistency, fairness, praise</li> <li>▪ Issues relating to teaching e.g. too much pace can cause panic, importance of practical and fun activities, value of learning with peers, need to develop own learning strategies</li> <li>▪ Need for quiet spaces</li> <li>▪ Feeling that focus on inclusion is leading to special needs provision being cut back</li> <li>▪ Need for more information on entitlements to support and how to access these</li> <li>▪ Feeling that parents/carers are not listened to unless they become stroppy or reach crisis point</li> <li>▪ Feeling that not all professionals have sufficient understanding</li> <li>▪ Help is sometimes slow</li> <li>▪ Need for more support for resilience</li> <li>▪ Liking for schemes that adapt to family needs</li> <li>▪ Feeling of being left adrift</li> <li>▪ Need for better joining up, especially of information e.g. directory of providers</li> <li>▪ Parents/carers have a range of skills to offer</li> <li>▪ Need to listen to young people’s voices</li> <li>▪ Need to address sexual health and disability issues</li> </ul> <p>Facilities</p> <ul style="list-style-type: none"> <li>▪ Want more things to do (e.g. lack of holiday provision for 12+ age range, need for specialist play schemes)</li> <li>▪ Lack of choice of accessible facilities</li> <li>▪ Short breaks for families are important and addressing needs of whole family e.g. health</li> <li>▪ Transport issues</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>▪ Bullying still an issue</li> </ul> <p>Workforce issues</p> <ul style="list-style-type: none"> <li>▪ Value of employee networks and importance of schools releasing staff to allow attendance</li> <li>▪ Importance of addressing workforce under-representation</li> <li>▪ Need to make Access to Work adjustments in a timely manner</li> </ul>
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<p>Lesbian, Gay, Bisexual and Transgender young people and parents/carers</p> <p>Sources – young people, organisations representing LGBT people</p>	<p>Overall</p> <ul style="list-style-type: none"> <li>▪ Lack of training for school staff</li> <li>▪ Concern about casual use of discriminatory language such as ‘gay’</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>▪ Lack of LA monitoring of homophobic bullying</li> <li>▪ Difficulty for pupils to report homophobic bullying</li> <li>▪ Common dissatisfaction with school responses to homophobic bullying</li> </ul> <p>Workforce issues</p> <ul style="list-style-type: none"> <li>▪ Value of employee networks and importance of schools releasing staff to allow attendance</li> </ul>
<p>Children in Care (children in women’s refuges also included in some consultation)</p> <p>Sources – consultation with children and young people</p>	<p>Overall</p> <ul style="list-style-type: none"> <li>▪ Need for contact with other CLA, more say in what happens, more social activities, fewer moves and more time with birth families</li> <li>▪ Need for staff skills in dealing with anger e.g. not patronising, asking why, providing somewhere where you can take your anger</li> <li>▪ Need for staff to treat us like normal people</li> <li>▪ Importance of empathy and being able to bond with young people</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>▪ Need for support to do well at school and not be bullied</li> </ul>
<p>Equalities in general</p> <p>Sources – young people, discussion with SCC employee networks</p>	<p>Children and young people</p> <ul style="list-style-type: none"> <li>▪ Need for staff to develop relationships with young people based on respect</li> <li>▪ Justice/fairness in teachers’ treatment of young people is very important and not always a reality</li> <li>▪ Working with secondary age boys can be challenging for young female teachers</li> <li>▪ When students transfer mid-phase, teachers often put them into bottom sets</li> <li>▪ Importance of the LA monitoring school equality schemes</li> <li>▪ Need to address community cohesion issues</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>▪ Importance of effective equalities training, including training about the needs of particular groups</li> <li>▪ Workforce representation is a key issue – need for recruitment at all levels, especially senior positions</li> <li>▪ Importance of encouraging people from under-represented groups to apply e.g. by using positive wording and stressing SCC’s commitment to the ‘2 ticks’ (positive about disabled people) principles</li> <li>▪ Importance of retaining staff, where necessary by providing support to meet particular needs</li> </ul>