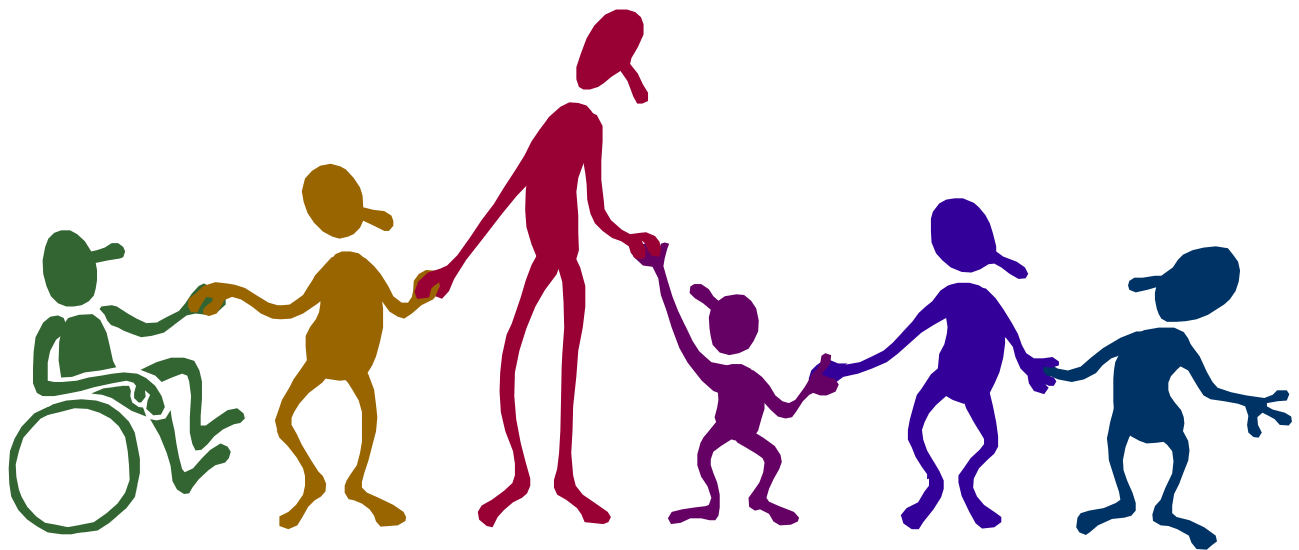




**Equality Scheme
Including
Race, Gender and Disability
Action Plans**



March 2010

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the lessons, additional support, training and activities the school provides?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / house meetings?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Hazelwood Schools Equality Scheme

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
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8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

1. Mission statement

At Hazelwood Schools, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hazelwood Schools, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We have a commitment to narrow the attainment gap for vulnerable individuals and groups.

This mission statement is reflected in our school aims. Appendix 1

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

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

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hazelwood Schools.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Gender Equality Duty (2006).

The action plan at the end of this Equality Plan outlines the actions Hazelwood Schools will take to meet the general duties detailed below.

4a. Race Equality

This section of the scheme reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality 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.

Under our specific duty we will:

- Prepare an Equality Action Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Disability Equality Scheme.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) and others are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Action Plan which covers the requirements for our Disability Equality Scheme identifying our disability equality goals and actions to meet them;

- Review and revise this Disability Equality Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation

The development of this plan and the actions within it has been informed by the following input of staff, pupils and parents and carers in the following ways:

- Results of the annual parent questionnaire, parents' evening, parent-school meetings or governors'- parent meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from house meetings, PSHE lessons, whole school surveys on children's attitudes to self and school, Governor-child focus groups ;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support; SEN Interest group, SEN Governors' working group;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our schools on grounds of race, gender or disability. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils. The governors welcome all applications to join the schools, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our schools on account of their race, sex or disability.
The governing body through its committee structure, interrogates data and looks at how the schools narrow the gap for vulnerable groups.

The role of the headteacher (or senior leader responsible for Equalities)

It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the schools' Equality Plan.
All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the headteacher.
Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, sexuality or disability is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the deputy headteachers or headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

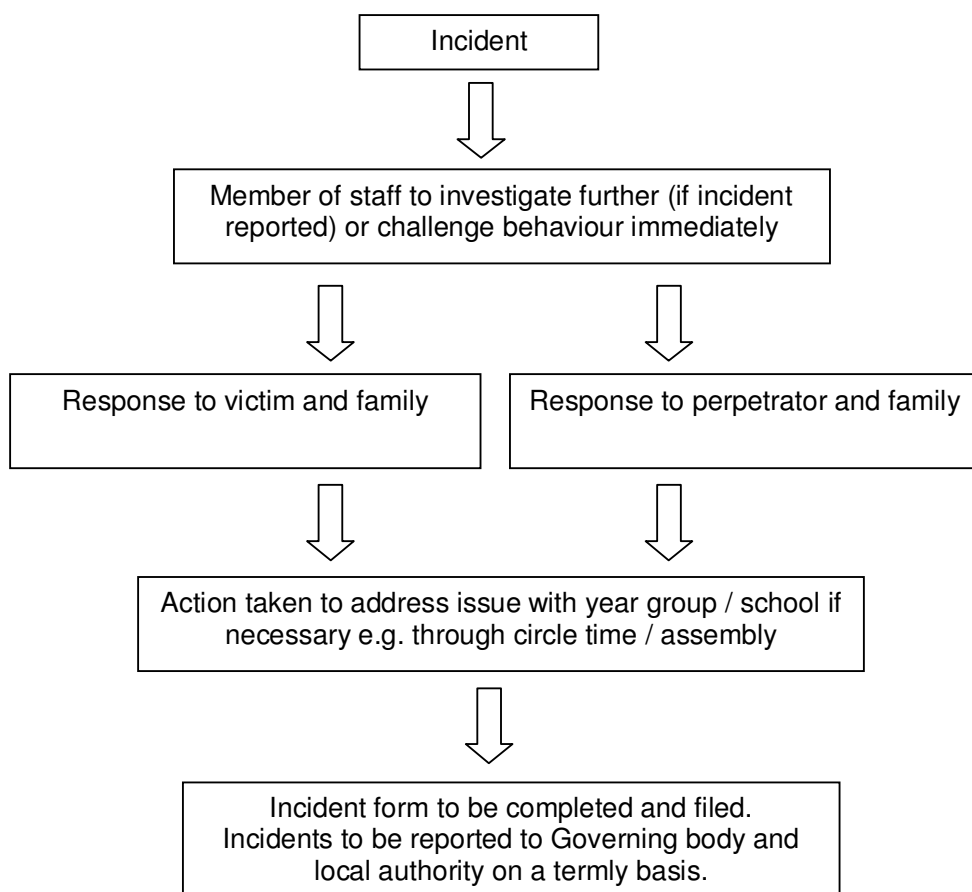
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender;
- Use of derogatory names, insults and jokes;
- Racist or sexist graffiti;
- Provocative behaviour such as wearing racist or sexist badges or insignia;
- Bringing racist, sexist or discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability or gender;
- Racist, sexist or discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender or disability;
- Written derogatory remarks;

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



8. Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme, Race Equality Plan and Gender Equality Scheme, we will:

- Publish our Equality Scheme and its accompanying Equality Action Plan on the schools' website;
- Raise awareness of the plan through the schools newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

Signed:

Date:

GUIDANCE

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Scheme;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;

Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;

- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Scheme through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;

Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;

- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement and narrow the gap.
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Scheme. We will place the report alongside the plan on our website.

Appendix 1 Hazelwood Schools' Aims

- We are inclusive schools that welcome all children and families. We ensure that all of our children feel included, happy and safe.
- We are developing active, independent learners by providing a hands-on, creative, broad and balanced curriculum.
- We all work hard to achieve high standards and recognise individual effort and achievement.
- We are child-centred schools and all our members are encouraged to work together in harmony to develop a sense of trust, mutual respect and understanding.
- We expect, and support, children to take responsibility for making positive behaviour choices.
- We are forward- looking schools working in partnership with our rich diverse community.
- We enhance our children's creativity by providing a broad and stimulating curriculum.
- We provide opportunities for children and staff to reflect on their learning and teaching.
- We are committed to helping our children develop a healthy life style.
- We foster a love of and enthusiasm for learning to encourage our children and staff along the path towards lifelong learning.

10. ACTION PLAN

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	Publication and promotion of the Equality Plan through the school website, newsletter and staff meetings	Question about parent awareness of Equality Scheme in annual questionnaire?	Head teacher	December 2010 - Immediately after Equality Plan is agreed by governing body
Disability Equality Duty	INSET training for all staff to help staff to apply their understanding of disability matters in their day to day teaching and interactions with children, parents and carers.	All staff understand the concept of disability equality and know the key duties of the DDA- LT to monitor inclusive practice by staff- lesson observation form to include focus on children with LDD/SEN	DHT Inclusion LT	On-going Twice a year
All	Transition meetings with new class teachers and Inclusion Team at end of school year so all staff have up to date information on meeting the needs of children with SEN/LDD LSP meetings 3x per year Teacher/TA/SEN consultation meetings termly	Parent satisfaction with school Pupil progress Pupil satisfaction	DHT Inclusion	June 2009 on-going
Disability Equality Duty	Questionnaire to find out what disabled pupils, disabled parents and carers and anyone else who uses the schools and disabled staff think about provision for them and what they would like	Information received will inform next actions for school. Considered by DES working party	DHT Inclusion	March 2010
All	Monitor and analyse pupil participation and achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability – data indicates achievement gap	Head teacher / Governing body	Annually in Autumn Term

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	To ensure that the curric	narrowed for specified groups		

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
	Train and support staff to challenge bullying/ harassment relating to disability, race or gender	to behaviour incidents file		
Disability Equality Duty	To upgrade the stair lift with mobile hoists at the top and bottom level to allow access to the mezzanine level to support the needs of an individual child	Accessibility to the National Curriculum is increased	LA	ASAP
Disability Equality Duty	Include a board walk in the plans to wild life garden to allow access to persons with disabilities	Physical accessibility of schools and playgrounds improved. Accessibility to the National Curriculum is increased	Headteacher	June 2009 Completed
Disability Equality Duty	Written materials available in alternative formats for: <ul style="list-style-type: none"> 1. Disabled, SEN and EAL pupils 2. Disabled and EAL parents /carers 3. Disabled and EAL governors 	Schools publish a statement in their prospectus which outlines services available Improvement in information for disabled, SEN and EAL people in the Community. Questionnaires, Informal discussion.	LT	September 2009 On-going
Improve Accessibility	<ul style="list-style-type: none"> 1. Appropriate fittings and furnishings added to a class one in each year group to accommodate hearing needs of a particular child 2. Improve acoustics in Junior Hall to support children with hearing difficulties 3. To improve acoustics to hall in annexe building to support children with hearing difficulties 	Child's needs are being addressed Accessibility to the National Curriculum is increased These areas of the schools are made more accessible to children with hearing impairment	DHT Inclusion Site Manager HT	Summer 2009 on-going

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
Improve Accessibility	In refurbishment programmes think about accessibility for visual impairment by: <ul style="list-style-type: none"> • Colour schemes to benefit children with visual impairment • Window blinds for class 1 	Safety of pupils improved Accessibility to the National Curriculum is increased Physical accessibility of schools improved		
Improve Accessibility	Improve physical arrangements to the school buildings by: <ul style="list-style-type: none"> • Adapt entrance at front of school to allow easy access for persons with disabilities • Highlighting the edges of steps inside and outside the buildings • Review furniture and work conditions for staff • Install a shower room attached to the welfare room • Install lift outside Junior classroom 4 • Replace ramp (already in situ) to aid access to classroom • Install doorway to junior classroom 3 to allow fire access from classroom to playground 	Physical accessibility of schools office and junior building improved Staff efficiency and comfort is improved Children's specific needs are being met more effectively	Headteacher LA Headteacher	May 2010
Improve Accessibility	In refurbishment programmes plan to increase the schools' stock of : <ul style="list-style-type: none"> • Pupil classroom chairs with arms • Washroom taps with levers • Buy appropriate ICT equipment as part of refurbishment and renewal processes 	Physical accessibility of the classroom is improved Accessibility of washrooms is improved Increase in access to the Foundation/National curriculum	Headteacher	On-going

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
All	Over time disability perspectives will be reflected in all the schools' policies and procedures where appropriate	All policies will include a disability perspective	LT & GB	Reviewed annually
Race Equality Duty	Racist incidents are identified, responded to and reported by staff as outlined in the Plan. The figures will be reported to the Governing body / Local Authority on a termly basis	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing body	Reporting: December, April, July
All	To provide further role models in visual displays and in assemblies to improve the self esteem of minority ethnic, male and female, disabled pupils	Increased awareness of the different groups demonstrated through governor focus discussions	Members of the governors' community committee/ leadership team	Ongoing
All	To participate further in annual events that raise awareness of minority ethnic, gender and disability issues	Increased awareness of the different groups and related issues demonstrated through annual pupil questionnaire	Phase leaders	Ongoing
Gender Equality Duty	To monitor activities which encourage girls to take up sport outside the curriculum requirements, to make participation rates more reflective of the school population	Increased participation of girls in sports clubs and out of school sport activities	Phase Leader Extended Schools PE curriculum leader	Ongoing
Disability Equality and Minority Ethnic Duty	Promote staff and Governor vacancies with leaflets in accessible formats, designed to attract applications from disabled and minority ethnic parents	Monitoring of applications by disability and ethnicity to see if material was effective	LT & Lead Governors on Special Educational	Ongoing

Which equality strand / duty does this relate to?	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?
			Needs&Disabilities	
Community cohesion	Continue to celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas, Greek Easter	Increased awareness of different communities demonstrated through governor focus discussions	Members of the governors' community committee	Ongoing

