

# Equality Scheme

## (a suggested template for schools)

### Overarching statement

*Please note this should not be adopted exactly as it stands. Schools need to design their own scheme with contributions from the whole school community (governors, staff groups, pupils groups or school councils)*

- In accordance with our [mission statement / school values / Christian ethos etc], we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

### Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation and for
- ensuring that the school Equality Scheme and its procedures are followed.

The head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;

- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

\_\_\_\_\_ is responsible overall for:

- dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

# Race Equality Plan 2007

*Please note this can not be adopted as it stands - you will need to use the results of monitoring your previous Race Equality Policy and other information in designing your own.*

## **1. Introduction**

This plan sets out how \_\_\_\_\_ (*name of setting*) will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in schools.

## **2. Ethnic monitoring**

## **3. Impact Assessment**

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000

The outcomes of this were:

The following policies/plans are to be assessed over the next \_\_\_\_\_ (*given time period*):

**4. Action Plan to address the General Duty to promote race equality**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
i. Promote equality of opportunity					
ii. Eliminate unlawful discrimination					
iii. Eliminate racist harassment					
iv. Promote good relations between different ethnic groups					
Other actions required (please list)					

**5. How policies and practice are monitored** *e.g. employment issues, attainment of Black and minority ethnic (BME) pupils*

**6. How information gathered is used**

**7. Staff development**

**8. Annual reporting** in relation to the Action Plan, linked to the School Development Plan, will occur as follows

**9. The next race equality plan** in \_\_\_\_\_ (3 years from the date of this one) will build upon this plan's actions, the results of monitoring, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date:

# Disability Equality Plan 2007

*Please note this can not be adopted as it stands - you will need to involve disabled people in designing your own. It is the **process** of developing your Plan that leads to setting the school's priorities, the school's individual objectives, which will dictate the action the school needs to take.*

## **1. Introduction**

This plan sets out how \_\_\_\_\_ (*name of setting*) will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

## **2. Involvement of disabled people**

(*Senior member of staff*) \_\_\_\_\_ wrote the scheme. They involved disabled people in its formulation by \_\_\_\_\_. The outcomes of this were \_\_\_\_\_

## **3. Impact Assessment**

The following policies/plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001

The outcomes of this were:

The following policies/plans are to be assessed over the next \_\_\_\_\_ (*given time period*):

#### 4. Action Plan to address the disability equality duty

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
i. Promote equality of opportunity between disabled persons and other persons	(see also Accessibility Plan)				
ii. Eliminate unlawful discrimination					
iii. Eliminate harassment related to disabilities					
iv. Promote positive attitudes to disability					
v. Encourage participation by disabled people					
vi. Take steps to take account of disabled people's disabilities					
<b>Other actions</b> required (please list)  Educational Opportunities Achievements, e.g: School Trips Participation in all activities and services school provides Pupils in position of Responsibility Work Experience					

**5. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
i. improvements in access to the curriculum					
ii. physical improvements to increase access to education and associated services					
iii. improvements in the provision of information in a range of formats for disabled pupils					

**6. How policies and practice are monitored** (e.g. employment issues, attainment of disabled pupils)

**7. How information gathered is used**

**8. Staff development**

**9. Annual reporting** in relation to the Action Plan, linked to the School Development Plan, will occur as follows

**10. The next disability equality plan** in \_\_\_\_\_ (3 years from the date of this one) will build upon this plan's actions, the results of monitoring, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date:

## Gender Equality Plan 2007

*Please note this can not be adopted as it stands - you will need to use the results of consultation, to find out what your biggest issues are in gender equality, use national and local information and other information in designing your own Plan, adapting existing systems – School Development Plan, Self-Evaluation Form*

*(See Appendix 1 for further information.)*

### **1. Duties**

This plan sets out how \_\_\_\_\_ (*name of setting*) will work to address the General Duty to promote gender equality.

This plan addresses our Specific Duties under the Equality Act 2006.

### **2. Impact Assessment**

The following policies/plans have been assessed in regard to the schools' duties under the Equality Act 2006

The outcomes of this were:

The following policies/plans are to be reviewed and assessed over the next \_\_\_\_\_ (*given time period*):

### 3. Action Plan to address the Gender Equality Duty

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
i. Eliminate unlawful sex discrimination					
ii. Eliminate harassment related to gender					
iii. Promote equality of opportunity between men and women  <u>Other Actions:</u>  required (please list) Note: the gender pay gap includes: occupational segregation and caring responsibilities; under-representation of women in senior roles; flexible working					
iv. Promote equality of opportunity between boys and girls.  <u>Other actions:</u>  required (please list) e.g. curriculum, monitoring boys' and girls' attainment, underachievement anti-bullying policies to tackle sexist bullying, attitudes to violence, health initiatives, sport, gender stereotyping					

careers					
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**4. Gender monitoring**

**5. How information gathered is used**

**6. Staff development**

**7. Annual reporting** in relation to the Action Plan will occur as follows

**8. The next gender equality plan** in \_\_\_\_\_ (3 years from the date of this one) will build upon this plan's actions, the results of monitoring, and other information.

Signed: \_\_\_\_\_ Chair of Governors

Date: