



## Single Equality Scheme

2014 - 2017

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## **Section 1: Introduction**

The aim of this document, the Harrow Way School Single Equality Scheme, is to identify, clarify and regularly review the policies and protocols the school puts in place to cater for and abide by its obligation to provide a safe and welcoming environment in which the whole school community can learn, work and take pride.

Our school's focus is clearly based on one of whole school improvement in all areas, to ensure that Harrow Way Community School continues to strive to achieve its mission of ***"Learning For Life - Success For All"***.

Harrow Way Community School is demonstrably committed to all aspects of the Every Child Matters agenda, proactively engaging in extended school activities which place Harrow Way at the centre of the wider community which it serves, where it is best placed to maximise its influence as a good and effective school.

We believe that all students and adults should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Moreover, we recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents. Throughout this Scheme, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible and improved outcomes
- Removal of attitudinal, physical and cultural barriers

We have incorporated our individual policies for Race Equality, Disability and Gender Equality, Equality and Diversity, in addition to our Accessibility Plan into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of students will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

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## **Section 2: National and Legal Context for Diversity**

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must have due regard to:

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

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

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

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

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

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women

Schools also have specific duties under these three promotional duties, which are explained in Appendix A. This Scheme demonstrates our response to both the general and specific duties.

Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty.

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



## **Section 3: School Context**

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2011 census shows that 7% of the population of Hampshire are from ethnic communities, demonstrating the increase in recent years in migrant workers particularly from the EU. In 2012, 9.6% of school pupils were from ethnic communities.

Approximately 15% of the population have declared a disability. For 2012/13, there were 1,334 reported incidents of hate crime; 74.5% were related to race and the remaining 25.5% were related to sexual orientation, transsexual, religion and disability issues. Over half the population are aged between 25 and 64, with 17.6% over the age of 75. The main religious group is Christian (59.7%), followed by Muslim (1.4%), Hindu (0.7%), Buddhist (.6%) and Sikh (0.4%).

Just over 27% of Harrow Way students come from large principally local authority/GLC built estates; 30% live in the town's poorest ward, where adult literacy is in the bottom 6% nationally and has a ranking of 891 out of 32482 (where 1 is the most deprived) as published in the Indices of Deprivation of the Office of Deputy Prime Minister (2012). Andover is a town with high levels of employment, but low percentages of highly paid jobs and small numbers of people in the highest social groups. Although there has historically been a lack of interest in the goals of education within large segments of the local community, our excellent student support systems provide an antidote to the relatively low educational aspirations that continue to characterise many households. The proportion of EAL students constitutes approximately 5.9% of the total school population. 24.5% of students are eligible for FSM & (Ever6) and 18.5% are on the Special Educational Needs Register.

The staff are predominately white British with a small number of non-British EU nationals and colleagues from countries outside of the EU.

Harrow Way Community School also includes Community Provision. The learners on the community programmes come from a wide range of backgrounds. This scheme is designed to include all such stakeholders.



## **Section 4: Involvement of staff, students and parents**

### **a) Developing our scheme**

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. We have striven to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our Scheme, we have involved staff, students and parents in the following ways:

1. Ensuring that a diverse group of people have been involved in developing this policy; including staff, disabled students, students with a wide range of learning needs, community groups and parents
2. Annually completed parental questionnaires, student surveys and staff questionnaires provide invaluable views and opinions relating to this;
3. Student council meetings;
4. Involvement with Andover Young Carers;
5. Capturing data on equal opportunities as part of the school's recruitment process;
6. Exit interviews with staff as part of the staff exiting process;
7. Effective communication with prospective parents, in particular those with physical or learning difficulties of their own.

As a result, the general feeling from all stakeholders is that the school's communication with our students and parents alike is very good and very effective. Stakeholders feel that provision for student support is very good and that students are well cared for in the school environment. However, we have identified the following priorities as a result of these activities:

1. Continuing to create a closer link between the community provision and the school
2. Improving our students' understanding of their place in a global, pluralistic society

### **b) Ongoing involvement**

We have strategies in place to promote the participation of students in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's Senior Leadership Team.

At Harrow Way School, we involve learners, parents and others to improve practice in the following ways:

1. The further development of Harrow Way as a Rights Respecting School
2. Constantly reviewing our curriculum to ensure it is fit for purpose for all our learners;



3. Developing partnerships with our local community
4. Ensuring appropriate targeting and tracking of vulnerable groups

## **Section 5: Information gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to monitor more effectively our progress and performance, as our students and staff may face more than one barrier to achieving their full potential.

### **a) Students**

Student Data

Gender, Looked After Children, Children on Medication, Free School Meals, E2L and Ethnic minority students  
Equality & Diversity Complaints  
Race Discrimination  
Racially motivated behaviour incidents

Data is used as part of the monitoring of the progress of individual and groups of students.

### **We have identified the following priorities from evaluation of this information:**

1. Continue to develop our work at RRR Level 2 status
2. Continue to monitor student achievement against targets
3. To focus part of our student questionnaires on equality issues
4. To involve students in an active role in developing our Anti-Bullying Policy
5. To continue to analyse Attendance and Exclusion data by vulnerable groups

### **b) Staff**

Conduct voluntary equality questionnaire on entry

The school has achieved IIP status

Upon termination of teaching and non-teaching contracts, outgoing staff participate in an exit interview.



**We have identified the following priorities from evaluation of this information:**

1. Staff need to receive training on the contents of this scheme

**c) Community Learners**

Data relating to ethnicity, gender and disability collected on registration

**We have identified the following priorities from evaluation of this information:**

1. The need to analyse this data to enable us to target underrepresented groups.

**Section 6: Specific Equality Areas**

This section of our scheme highlights what we have already achieved for specific aspects of equality. It is divided into five main headings:

- i) Race Equality
- ii) Community Cohesion - Equality and Diversity
- iii) Gender Equality Guidance
- iv) Equality of Opportunity Policy and Disability Equality Scheme
- v) Accessibility Plan

Harrow Way Community School welcomes its duties under the Equality Act 2010

**(i) Race Equality**

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination.

**What we have already achieved:**

- Active promotion of equal opportunities and good race relations in all areas of school life.
- Fostered a school ethos, which celebrates difference including those of race, colour and culture. Through activities within the curriculum students gain an excellent insight into the customs and practices of many countries.
- Clearly defined school procedures for dealing with, and recording, racist behaviour to actively tackling any racist incidents.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities when appropriate.
- Staff, governors and visitors demonstrate positive and supportive attitudes in helping all members of the school community.

**We want to do more by:**

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1. Continuing to work with parents and carers and with the other people associated with school to prevent racial discrimination.
2. Continuing to ensure that the taught curriculum reflects principles of race equality and values diversity using work around the UN Convention on the Rights of the Child to inform children of their own and all children's rights regardless of race, religion and ability.
3. Reporting at HT level to Governors within the termly HT Report to Governors

### **(ii) Community Cohesion Equality and Diversity**

#### **What we have already achieved:**

- The Personal Social Development curriculum aims to help children to understand how they and others can live happily, harmoniously and usefully as part of a wider society by introducing them to themes such as families, homes, co-operation and diversity.
- All children follow a broad and balanced curriculum which includes all subjects of the national curriculum and is personalised where necessary in order to allow each student to experience success and have an appropriate progression route.
- The school is an active participant in the local area managed moves programme, we welcome and have a proven track record of success with "difficult to place" and permanently excluded students.
- We are committed to providing appropriate services for adults in Andover and surrounding areas and will do so without prejudice or discrimination. All our activities are designed to enable the individual to develop within a supportive community, irrespective of gender, ethnicity, religion or belief, sexual orientation, marital status, age, disability or social/economic/financial status.
- We have developed successful links with other schools and institutions in our local community, including the Andover 14-19 Consortium, NWHEIP, University of Winchester, and Andover Young Carers.
- ~~The main base of Andover and Adult Family Learning is located within the community it seeks to serve.~~

#### **We want to do more by:**

1. Further developing RRR Level 2
2. Further developing a link with Fayef International school in Ghana

### **(iii) Gender Equality**

#### **What we have already achieved:**

- Ensuring impartial information, advice and guidance for all our learners, irrespective of gender
- Promotion of equality of opportunity through our recruitment processes

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- Careful tracking of learner outcomes with regard to gender
- Promotion of good working relations between men and women

## **(iv) Disability Equality**

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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”.

Harrow Way Community School recognises its duties as laid out in the Code of Practice for Schools. We understand that it is unlawful to discriminate against disabled students and prospective students and that we have a duty to treat disabled students no less favourably.

### **What we have already achieved:**

- The school provides a broad and balanced curriculum, differentiated and personalised to meet the needs of individual students.
- The school takes account of the needs of learners and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible fixtures and fittings.
- The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- A hearing loop is available in the area of the school used by visitors for school functions which is also wheel chair accessible and has disabled toilet facilities

## **(v) Accessibility**

1.1 Harrow Way Community School recognises that it must take reasonable steps to ensure that disabled learners and community users are not placed at a substantial disadvantage. We understand that, should we fail to take these reasonable steps then this would be discriminatory if it resulted in the detriment of a disabled learner/user. Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled learners being placed at a substantial disadvantage
- Are aimed at all disabled learners
- Are anticipatory
- Enable learners to participate in education and associated services

1.2 We acknowledge that ‘reasonable adjustments’ go beyond the physical aspects which are addressed within our Accessibility Plan. We will also make adjustments with respect to other areas of school life such as:

The curriculum (provided these are allowed by the DfE); the timetable; break times and lunchtimes; classroom organisation; homework; assessment and examination arrangements; school trips; clubs and activities and reflect these adjustments in our practices and procedures

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- 1.3 Whilst making reasonable adjustments it is acknowledged that we may take account of the following in assessing the level of the adjustment: standards; resources; cost implications; practicability; SEN provision; Health and safety issues and risk assessments; the interests of other learners
- 1.4 When deciding if a reasonable adjustment is necessary to avoid placing disabled learners at a substantial disadvantage, HWCS will consider the potential impact on disabled learners in terms of: time and effort; inconvenience; indignity or discomfort; loss of opportunity; diminished progress
- 1.5 In making reasonable adjustments HWCS will: work collaboratively with disabled learners, their parents and others and plan ahead to identify potential barriers.; identify practical solutions through a problem solving approach ; ensure that staff have the necessary skills; monitor the effects of adjustments on a learner's progress and ability to participate in all aspects of school life
- 1.6 HWCS will monitor the effectiveness of the scheme through surveys of disabled stakeholders
- 1.7 Where learners are not considered 'disabled' but are suffering from a medical condition that may affect their ability to move freely around the school, special care is taken to provide a suitable education for them. In some instances, learners may be required to work in the FLC, for example, in order to access resources. When and where possible, learners will attend lessons in their designated teaching rooms but if these require the learner to attempt a flight of stairs, an alternative learning base will be considered

### **We want to do more by:**

1. Making further improvements to the physical environment of the school to increase access.

## **Section 7: Impact assessment**

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We have a programme of carrying out impact assessments on our existing policies and practice and we will build the impact assessment process into all new policy development and decision making activities.



## **Section 8: Working in partnership**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with all stakeholders, including learners, parents, community groups and local organisations.

We tailor information delivery to ensure information is accessible to all stakeholders.

We provide help and support for parents and learners who find accessing the school or information difficult.

We will continue to develop our existing partnerships and always be aware of the opportunity for new partnerships.

## **Section 9: Publishing the SES and raising awareness**

We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:

- Posting it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Making it available on the school network and VLE for all staff to refer to and comment on.

In addition we will:

- Highlight the existence of the Scheme, key priorities, and whom to contact for further information.
- Ensure staff development activities raise awareness of the legal duties and the implications for staff
- Ensure staff induction procedures include equality and information about this Scheme
- Ensure contractors and other service providers are briefed on our vision and expectations for equality
- Ensure that the Governing Body reviews the scheme and progress towards targets set within it

## **Section 10: Monitoring and evaluating the SES and Equality Action Plan**

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually on our progress and performance. Our report will be shared with Governors and our Leadership and Learning Partner. We will inform staff and learners of our progress.

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The findings of our report will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes. We want this Scheme to be a 'whole organisation' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Improvement Plan, and as such, our progress will also benefit from regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

### **Section 11: Links with other school policies**

All policies are informed by the Single Equality Scheme, but the major ones that link with and have informed this Scheme include:

- Behaviour Management Policy
- SEN Policy
- Racist Incidents Policy
- Pay Policy
- Admissions Policy
- CPD Policy
- NQT Induction Policy
- Health & Safety Policy
- Curriculum statement
- Collective Worship Policy

### **Section 12: Roles and responsibilities**

#### **The governing body will:**

- Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners, parents and community users
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality reports on progress and performance

#### **The headteacher will:**

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, learners, parents, and community users are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme and Action plan
- Provide regular reports for governors on progress and performance

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- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

### **The senior leadership team will:**

- Drive forward implementation of the Scheme and Action Plan
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation
- Monitor progress and attainment of learners from different groups and communities.

### **All staff will:**

- recognise that they have a role and responsibility in their day-to-day work to
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

### **All staff will also ensure that learners are encouraged to:**

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to
  - promote equality, inclusion and good community relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - work to promote anti-bullying strategies
  - respond appropriately to incidents of discrimination and harassment and understand and take the action needed to report these

# Harrow Way Community School Single Equality Scheme



## Appendix A: Equality Action Plan 2015-2016

Key to plan:

R=Race D=Disability G=Gender CC=Community cohesion  
SO=Sexual orientation RB=Religion or belief A=Age

| R | D | G | CC | SO | RB | A | Actions to be taken  | Lead responsibility | Timescale     | Outcomes   | Review |
|---|---|---|----|----|----|---|--|---------------------|---------------|--|--------|
| * | * | * | *  | *  | *  | * | All staff are aware of the Single Equality Scheme and have awareness of their responsibilities. This is completed through Induction and Staff team meetings                  | MJS                 | June 2016     | Raised awareness of the Single Equality Scheme Available to view school network and website                          |        |
| * | * | * | *  | *  | *  | * | Incorporate new legislation where and when appropriate   | HT Govs             | On-going      | SES updated  |        |
| * | * | * |    | *  | *  |   | Continue to monitor and analyse student achievement by race, gender and disability and act on pattern or trends within the data that require additional support for students | SLT                 | Termly        | Analysis of data collections demonstrate the gap is narrowing for Equality groups                                    |        |
| * | * | * | *  | *  | *  | * | Ensure that the curriculum promotes role models that young people positively identify with which reflects the school's diversity in terms of race, gender and disability.    | MW/CLs              | July 2016     | Reflected in SoW; interest and participation of targeted groups in school life.                                      |        |
| * | * | * |    | *  | *  |   | Ensure appropriate targeting and tracking of vulnerable groups   | NPE/GF              | December 2015 | Further increased staff awareness of tracking vulnerable groups in SISRA   |        |
| * | * | * | *  | *  | *  |   | Launch of Anti-Bullying Policy Charter Student and parent launch   | CL/NPE              | Nov 2015      | Parents will report they are aware of how we implement our Anti-Bullying policy and students are able to demonstrate |        |

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|   |   |   |   |   |   |   |   |  |    |          | how to react to a bullying incident.   |  |
| * | * | * | * | * | * | * | * | Continue to make 'reasonable adjustments' to the school site to further improve access                         | SB | On-going | An increasing amount of the site will be accessible to a wider range of potential visitors and users |  |
| * | * | * | * | * | * | * | * | Analyse school and Community Data to enable us to target underrepresented groups in extra curricular provision | GF | On-going | Increased participation by identified underrepresented groups  |  |

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| <b>Review Period:</b> <b>Action Plan – 1 year</b><br><b>Single Equality Scheme – 3 years</b><br><b>FGB Committee</b> |
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| <b>Committee responsible for review:</b> FGB<br><b>Date ratified by Governing Body:</b> December 2015<br><b>Date of next review:</b> December 2018<br><b>Date of Action Plan review:</b> December 2016 |
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