



Cædmon School

Single Equality Scheme 2011 - 2014

HISTORY OF DOCUMENT

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***Signature of Headteacher:
Governors:***

Signature of Chair of

Caedmon School

Single Equality Scheme 2011 – 2013

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Caedmon School

Single Equality Scheme

Three year period covered by this scheme:
2011- 2013

Introduction

This Single Equality Scheme for schools in North Yorkshire brings together action plans for Race, Gender and Disability Equality, and Community Cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This scheme is reviewed every three years and is reported on annually.

Signed _____
Headteacher

Date _____

Signed _____
Chair of Governors

Date _____

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination (see appendix 2);
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An action plan accompanies this Equality Scheme which identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 3)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

School Aims related to Equality 2011-2014

- To develop a respect for others including all who are part of Caedmon School
- To develop in our pupils the desire, the skills and the understanding needed to work to the best of their ability and to take pride in their achievements
- To encourage all at Caedmon to be ambitious within a tolerant and disciplined approach to life
- To prepare our pupils for the rapidly changing world of the 21st century
- To develop respect for other races, religions and ways of life within our nation and abroad
- To grasp the nature of morality, truth and tolerance of others
- To develop an appreciation for human achievement and the attempts by all to achieve their goals
- To develop the links between our school, the parents, governors, other schools and community to improve the curriculum at Caedmon School
- To understand our role within the World community and its environment
- To encourage an optimism for life
- To develop staff and student awareness of issues relating to equality to raise standards and improve lives.

Equality Objectives 2011-14

General Objectives

- To provide staff with relevant information relating to students to ensure equal opportunity for all.
- To support individuals or groups of students, staff, parents/carers or Governors who face one or more disadvantage.

Curriculum Objectives

- All schemes of work should provide appropriate learning opportunities and allow all students to achieve.
- Full enrichment programme to provide opportunities for all students.
- All departments should monitor that all in-house and external resources are inclusive and promote equality of access.
- To monitor achievement and student progress according to ethnicity, SEN, EAL, disability, FSM and gender using appropriate data.
- To narrow any gap found in attainment levels between different groups of students and carry out strategies or intervention where deemed appropriate.
- To encourage the development of differentiated material in all curriculum areas to provide access to the curriculum and equal recognition of all students' efforts.
- To monitor classroom organisation to reflect equal learning opportunities.
- To observe lessons to ensure inclusion of all students; for example, students' language or literacy skills, social and cultural development and the integration of learners from different backgrounds to work together.

Pastoral Objectives

- To promote all aspects of community cohesion; this is intrinsically linked to equality.
- To address equality issues through assemblies, tutorial sessions and the Enrichment programme
- To allocate time within tutorial sessions for current affairs and 'Thought for the Day' bringing together an awareness of equality and moral values.
- To enable all staff to see themselves as role models and challenge any views in a sensitive manner, being aware of family background and religious observance.
- To support the Anti-bullying policy and monitor all bullying incidents for all areas of equality.
- To provide staff and students with support and appropriate training to reduce the number of incidents relating to equality.
- To encourage parents/carers from all groups to become actively involved in their child's learning and development.
- To monitor individuals and identified group participation in extra-curricular activities

Indicators of progress towards curriculum objectives

- Evidence in SoW With specific mention of Equality
- See access arrangements for enrichment programme
- Evidence in annual report to Governors through SSR
- Evidence in CMIS data and SEF information
- Intervention logs and Learning Unit timetable
- Class resources and feedback within TLC groups
- Learning Walk log and observations of best practice shared with staff
- Learning Walk log and observations of best practice

Indicators of progress towards pastoral objectives

- Increase in all groups of pupils working more coherently across the school
- Continued use of assemblies etc. Develop use of assembly log for themes etc used
- Increased use of 'Thought for the Week' during Tuesday morning form time.
- Staff training in appropriate and professional conduct so that they remain neutral and do not influence pupils views
- Correct use of reporting procedures adhered to by all (see CMIS Data)
- Evidence in assembly log of issues tackled
- Greater attendance at consultation evenings, parents forums and other information sessions
- Increased access to all extra-curricular activities and a greater participation by the vulnerable groups

What kind of a school are we?

School Vision and Values

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

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

The nature of the school population and context to inform action planning for the equality scheme (derived from section 1 of school Self Evaluation Form):

Factors of the geographical location of the school:-

Caedmon is a smaller than average secondary school providing education for pupils aged 11-14 years old. It has a large catchment area traditionally to the north of the River Esk with pockets of deprivation.

The school is committed to working with parents/carers and partners within the wider community to help deliver high quality education. There is a strong commitment to the care, guidance, support and welfare of our pupils both in and out of school.

There are few pupils from minority ethnic groups or have English as a second language.

There is a slightly higher number of boys (51.27%) than girls (48.73%).

12.93% of our pupils are eligible for Free School Meals

12% of our pupils have Special Education Needs

Pupil mobility is low other than transition in July with the intake of Yr7 from KS2 and the transfer of Yr9 to KS4.

Staff mobility is low.

Caedmon School promotes equal opportunities in recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity

The training taken to position the school well for the equality and diversity agenda.

- *Meeting the medical needs of pupils*
- *Restrictive Physical Intervention*
- *Use of pejorative language*
- *Termly training on new intake for ALL staff (SENCO updates) including medical, faith and belief, language needs*
- *Staff meetings & briefings to update on pupil needs and training opportunities*
- *Governor training on fair recruitment practices*

School provision

Examples of reasonable adjustments the school makes as a matter of course

The ways in which information is currently provided for disabled pupils & parents/carers - depending on what stage of the register the pupil is on will determine whether the pupil is part of an Annual Review process. All pupils at Caedmon on SA+ have an Annual Review where parents, outside agencies, Year Leader, SENCo and anyone else who has an interest in the pupil meet. At the meeting the pupil's needs, progress, current level of support, parent, pupil and staff views of the year and targets are discussed. If a pupil is not on the register at SA+ then information is passed to them in the same way it would for any other pupil in the school – progress and monitoring sheets, parent consultations etc. Should there be a need for information to be passed to parents more regularly then the SENCo will arrange regular review meetings throughout the year dependent upon need.

Steps that have been taken to create communication friendly/dyslexia friendly environments- all staff have had training on this and Caedmon work closely in conjunction with the EMS (Graham School) for ongoing advice and support.

How the school records adaptations to provision in individual/personalised provision maps - Individual provision maps are still to be developed, however, through the use of the school's intervention tracker all individual provision is logged. Any intervention that takes place is carefully planned with clear set objectives which are checked before and after to assess success and the next appropriate steps for any particular pupil. Copies of intervention plans are kept by the SENCo and Learning Unit Manager.

How the school involves pupils in planning provision - pupil's on the SEN register at SA+ complete a pupil view's questionnaire prior to their Annual Review. On the questionnaire they are able to comment on how they feel the school has helped them over the year, what they have improved at, any aspect of school that is worrying them and how they feel that we could help them further. If individual intervention is deemed appropriate for a pupil, whether on the SEN register or not, the member of staff will speak to each pupil prior to the intervention taking place to ascertain whether the pupil is happy to engage in the intervention process.

How the school develops inclusion passports - All pupils on the SEN register currently have an inclusion passport being developed on which details of their need, barriers to learning etc are included. These are completed jointly by both the SENCo and Pastoral Year Leaders.

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, ie gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

▪ Pupils' Attainment 2010

	Maths	English	Science
% at 5+	89	94	91
% at 6+	63	63	54
% at 7+	32	23	22

- The extent to which pupils feel safe is good. A survey in November 2009 revealed the effectiveness of safeguarding procedures as follows:

	Yr7	Yr8	Yr9
I feel safe at school	88%	81%	53%

- Pupils behaviour is deemed to be good.
- The extent to which pupils from particular groups adopt healthy lifestyles is good. Most pupils respond highly to adopting a healthy lifestyle. A high percentage of pupils have school meals, participate in P.E. and extra-curricular sports and clubs. Further evidence includes Sports Mark Gold Award and Active Mark Award, Sports Leadership Award, Healthy Schools Award, 'Licensed to Cook' programmes, Food Technology, Citizenship, Science and MFL curriculum relating to balanced diet and healthy eating. Working with the Cambridge Centre on tobacco, alcohol and drugs, the provision of Sex & Relationship education, liaison with the school nurse and school counselling service.
- Proud and committed pupils contribute to the school community through Citizenship, Y9 pupils running the 'Open School Policy', Y9 election of senior prefects (80% voted), election of school council members and subsequent meetings, participation in job interview process, Yr9 Charity Prom, Art/Music/Dance/Drama Evening, School Newspaper (Caedmon Connections), UNICEF 'Rights Respecting Schools' Award and sports clubs. Pupils also contribute to the wider community through Charities i.e. Harvest Festival, Senior Citizens Party, Carol Singing, Sponsored Walk, Shoe Box Appeal, Children in Need, Sport Relief. Pupils participated in the junior G8/J8 Summit in St Petersburg, Russia 2006, J8 Summit in Germany 2007. Geneva visits – presentation on 'Child Slavery' to United Nations (2008), Representing UK at Childrens' Conference 2008, 2009, 2010, winning entry to Pakistan Experience competition 2008, organisation of primary sports, musical tour to primary schools, Technology/Science Days 2009, Rotary Club technology Challenge 2 years running, National MFL competition winners (2008, 2010), Ski Trip (2009, 2010), French Food Trip (2010), Music Trip to The Somme (2009).
- Attendance is above national average. Current data for all pupils for academic year 2009-2010:
- | | |
|-----------------------------|--------|
| Present | 94.41% |
| Unauthorised absence | 0.37% |
| Family holiday – not agreed | 0.2% |
- The school communicates effectively with parents and carers through:
- The Pastoral care system working to build good relationships with parents/carers of pupils, particularly more vulnerable pupils.
 - The Report system- half termly academic, attendance and behaviour reports providing regular up-to-date progress of their children.
 - Parent Teacher Consultation Evenings – attendance over the year at six meetings is above average. A system of inviting parents who have not attended is in place to encourage their involvement.
 - The rewards and sanctions system provides information regarding their child's progress.
 - The weekly newsletter and the school website provides information regarding all aspects of school life.
 - Pupils and parents have access to the Headteacher's email address and mobile phone number.
 - The school has a dedicated email for confidential communication with Assistant head (ECM)

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan yearly.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this scheme as detailed in the School Development Plan.

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

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

Involvement Processes

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

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

Mechanisms for involvement

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

- *Exit interviews with pupils;*
- *School council;*
- *Twice yearly focus groups of pupils representing different social identity backgrounds, ie, gender forum, disability forum;*
- *Healthy Schools Task Force;*
- *Individual interviews with pupils involved in incidents of a discriminatory nature;*
- *Individual interviews with pupils experiencing reasonable adjustments;*

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

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

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

- *Text to be inserted into communication with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."*
- *Feedback through the Governing Body meetings;*
- *Feedback through the Parents' Forums and Home & School Association meetings;*
- *Feedback from adults using the school beyond the school day;*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

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

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- discussions with the School Improvement Partner.

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the school's prospectus.

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. This report will be made available as a separate document and in the school profile and school prospectus.

If you would like this information in another language or format such as Braille, large print or audio, please ask us.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Equality Legislation

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

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

What is discrimination?

The Equality Act 2010 consolidates existing law into a single legal framework and while many of the concepts of discrimination remain the same as in previous equality legislation there are some areas that were not previously covered. This appendix describes the various types of discrimination and how they apply to the schools provisions.

Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably. For example:

- A female pupil is actively discouraged from undertaking a course in engineering by a teacher who tells her this is an unsuitable area of study for a female. This would be direct discrimination on the grounds of sex.
- A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action, but uses agreed strategies to manage his behaviour. A non-disabled pupil who is also disruptive in class is punished for his behaviour. This difference in treatment would not be direct discrimination against the non-disabled pupil.

Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, such as A-level physics students, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

'Provision', 'criterion' or 'practice' are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Indirect discrimination will occur if the following four conditions are met:

- You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
- The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
- The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
- You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

For example:

A school requires male pupils to wear a cap as part of the school uniform. Although this requirement is applied equally to all pupils, it has the effect of excluding Sikh boys whose religion requires them to wear a turban. This would be indirect discrimination based on religion and belief as it is unlikely that the school would be able to justify this action.

What is a 'proportionate means of achieving a legitimate aim'?

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim.

Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice.

The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be.

In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability (which could be the result, effect or outcome of that disability) such as an inability to walk unaided or disability-related behaviour, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'. This is explained above.

For example:

A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre putting on a production of a play she is currently studying in English, because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a neighbouring city which is accessible but the school does not investigate this option. This is likely to be discrimination arising from a disability.

Knowledge of disability

If you can show that you

- did not know that the disabled pupil had the disability in question, and
- could not reasonably have been expected to know that the disabled pupil had the disability

then the unfavourable treatment would not amount to unlawful discrimination arising from disability. If your agent (someone who undertakes tasks on your behalf) or employee knows of a pupil's disability, you will not usually be able to claim that you do not know of the disability.

For example:

A pupil tells the school secretary that she has diabetes and that she needs to carry biscuits to eat when her blood sugar levels fall. A teacher has no information about her disability and refuses to allow pupils to bring food into the classroom. The pupil has a hypoglycaemic attack. In this case, the school is unlikely to be able to argue that it did not know about her condition.

Relevance of reasonable adjustments

By acting quickly to identify and put in place reasonable adjustments for disabled pupils, you can often avoid discrimination arising from disability, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If you fail to make an appropriate reasonable adjustment, it is likely to be very difficult for you to argue that unfavourable treatment is justified.

Reasonable adjustments

You should be familiar with the reasonable adjustments duty as this was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

This duty sits alongside your duties and those of local authorities under Part 4 of the Education Act 1996. In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage (see below) and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them. The level of support a pupil is receiving under Part 4 of the Education Act 1996 is one of the factors to be taken into account when you consider what it would be reasonable for you to have to do.

What is the reasonable adjustments duty?

You are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage

You owe this duty to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

The duty does not require you to make reasonable adjustments to avoid the disadvantage caused by physical features as this is covered by the planning duties.

You cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not to make the adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have any disabled pupils. You should not wait until an individual disabled pupil approaches you before you consider how to meet the duty. Instead you should plan ahead for the reasonable adjustments you may need to make, regardless of whether you currently have any disabled pupils. By anticipating the need for an adjustment you will be best placed to help disabled pupils who come to your school. You are not expected to anticipate the needs of every prospective pupil but you are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate for you to provide large print for a pupil with a visual impairment, you would not be expected to have Braille devices standing ready.

What is a substantial disadvantage?

A disadvantage that is more than minor or trivial is called a 'substantial disadvantage'. The level of disadvantage created by a lack of reasonable adjustments is measured in comparison with what the position would be if the disabled pupil in question did not have a disability.

You will need to take into account a number of factors when considering whether or not the disadvantage is substantial such as:

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity, or the diminished progress a disabled child might make in comparison with his or her peers who are not disabled.

For example:

A deaf pupil is advised by the work experience coordinator that it would be better for her to remain at school rather than go on work experience as it might be 'too difficult' for her to manage. The school does not take any steps to help her find a placement and she misses the opportunity taken by the rest of her classmates. This would be a substantial disadvantage.

The duty to change a provision, criterion or practice

These terms are not defined but in general they relate to how the education and other benefits, facilities and services are provided and cover all of your arrangements, policies, procedures and activities.

Where a provision, criterion or practice places disabled pupils at a substantial disadvantage in accessing education and any benefit, facility or service, you must take such steps as it is reasonable to take in all the circumstances to ensure the provision, criterion or practice no longer has such an effect. This might mean waiving a criterion or abandoning a practice altogether but often will involve just an extension of the flexibility and individual approach that most schools already show to their pupils.

For example:

A school has been allocated three places for students to represent the school at a national youth conference on the environment. The school decides to hold a debate on the topic to select the three pupils who will attend the conference. This places a pupil with a nervous system disorder at a significant disadvantage as he has trouble communicating verbally. The school modifies the criteria to enable that pupil to submit his views and ideas on the issue in writing. This is likely to be a reasonable adjustment to the school's practice.

When is it reasonable for a school to have to make adjustments?

A useful starting point when determining what a reasonable adjustment might be is to consider how to ensure that disabled pupils can be involved in every aspect of school life. Often effective and practical adjustments involve little or no cost or disruption.

For example:

- A teacher always addresses the class facing forward to ensure that a pupil with hearing difficulties is able to lip-read. This is an example of a simple reasonable adjustment.
- A primary school introduces a playground buddy system and a friendship bench which creates a supportive and friendly place for disabled pupils during breaks. This is an example of an effective but easy reasonable adjustment.

Where disabled pupils are placed at a substantial disadvantage by a provision, criterion or practice or the absence of an auxiliary aid, you must consider whether any reasonable adjustment can be made to overcome that disadvantage.

You should not expect disabled pupils to suggest adjustments but if they do you should consider whether those adjustments would help to overcome the disadvantage and whether the suggestions are reasonable. It is good practice for schools to work with pupils and their parents in determining what reasonable adjustments can be made.

2.2 Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex

The relevant protected characteristics for the schools provisions are:

- Disability
- Race
- Sex

Pregnancy and maternity are not protected directly under the harassment provisions, however, unwanted behaviour (as described below) will amount to harassment related to sex.

Harassment related to a protected characteristic

Harassment occurs when you engage in unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

For example:

A pupil from an Irish Traveller background overhears a teacher making racial slurs about gypsy and traveller people stating their site should be shut down and they were 'trouble'. This would constitute harassment related to a protected characteristic (race).

The definition of harassment as described above does not apply to the protected characteristics of gender reassignment, sexual orientation or religion or belief in relation to schools. However, where unwanted conduct related to any of these protected characteristics results in a pupil suffering disadvantage that would constitute direct discrimination.

For example:

During a PSHE (personal, social, health and economic education) lesson, a teacher describes homosexuality as 'unnatural' and 'depraved' and states he will only be covering heterosexual relationships in the lesson. A bisexual pupil in the class is upset and offended by these comments. This may be unlawful direct discrimination on the grounds of sexual orientation.

Sexual harassment

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

For example:

A sixth form female pupil is asked intimate questions about her personal life and subjected to sexual innuendos by her teacher. This would be sexual harassment.

Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

2.3 *Victimisation*

Victimisation is defined in the Act as:

- Treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

If you do treat a pupil less favourably because they have taken such action then this will be unlawful victimisation. There must be a link between what the pupil (or parent or sibling) did and your treatment of them.

The less favourable treatment does not need to be linked to a protected characteristic.

For example:

A teacher shouts at a pupil because he thinks she intends to support another pupil's sexual harassment claim. This would amount to victimisation.

Who is not protected?

A pupil who in bad faith gives false information or evidence (that is, that they knew was false) or makes an allegation that was false and given in bad faith would not be protected against victimisation. The original complaint/claim would not be affected providing it was not made in bad faith.

For example:

A pupil at an independent school with a grudge against his teacher knowingly gives false evidence in another pupil's discrimination claim against the school. He is subsequently excluded from the school for supporting the claim. This treatment could not amount to victimisation because his evidence was untrue and given in bad faith.

Victimisation for actions of parents or siblings

You must not treat a pupil less favourably because of something their parent(s) or sibling has done in relation to the making of a complaint of discrimination.

A parent of a pupil complains to the school that her daughter is suffering sex discrimination by not being allowed to participate in a metalwork class. If the daughter is treated less favourably as result of the complaint this would be unlawful victimisation.

This applies to a child in relation to whom the parent(s) were making a complaint in relation to and also to any other children who are pupils at the school. This also applies if a parent supports a teacher's complaint against the school under Part 5 of the Act.

If the information or evidence was false and given in bad faith (that is, the parent/sibling knew it was false) or the allegation was false and given in bad faith then this protection for the pupil will still apply, provided that the pupil did not act in bad faith.

For example:

A pupil makes a complaint against his school claiming that he has suffered discrimination by a member of staff because of his sexual orientation. The pupil's younger brother, at the same school, is protected against any less favourable treatment by the school because of this complaint, even if it is later found out that the older brother was not acting in good faith.

There must be a link between what the parent(s) or their child has done and you treating the child/sibling badly.

The child who is being treated badly does not need to have any of the protected characteristics. The fact that a complaint/claim is not upheld does not mean that it was made in bad faith.

2.4 Obligations to former pupils

Even after a person has left your school you must not discriminate against them or harass or victimise them. This only applies if the discrimination or harassment arises out of and is closely connected to their previous relationship with you and would have been unlawful if they were still a pupil. For example, if an ex-pupil asks for a reference from the school it would be unlawful for the reference to be unflattering because of a protected characteristic of the ex-pupil, or because they at one time brought or supported a discrimination complaint against the school.

This obligation to former pupils would include the duty to make reasonable adjustments for disabled former pupils if they continue to be at a substantial disadvantage in comparison to former pupils without a disability. This obligation only applies if the substantial disadvantage arises out of and is closely connected with them having been a pupil.

For example:

A school sends an annual newsletter to former pupils and one former pupil who has a visual impairment requests that it is sent to him by email rather than in hard copy. The school does not provide him with an electronic copy. This is likely to be an unlawful failure to make a reasonable adjustment.

If someone believes that they are being discriminated against after they have stopped studying with you, they can take the same steps to have things put right as if they were still a pupil. These steps are explained in Section 6.

2.5 When are you responsible for what other people do?

Liability for employees and agents

As an employer you are legally responsible for acts of discrimination, harassment and victimisation carried out by your employees in the course of employment or by people who take action for you (agents).

It does not matter whether you knew about or approved of those acts.

However, if you can show that you took all reasonable steps to prevent your employees or agents from acting unlawfully, you will not be held legally responsible.

It is important that you take steps to make sure your employees and agents understand that they must not discriminate against pupils, or harass them or victimise them, and that they understand your duties in relation to making reasonable adjustments for disabled pupils.

Personal liability of your employees and agents

An employee (of a school) is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. However, an employee is not personally liable in relation to disability discrimination in schools.

For example, a teaching assistant racially discriminated against pupil. The school is able to show that it took all reasonable steps to prevent the harassment and therefore was not liable. The pupil can still make a claim of discrimination against the teaching assistant.

However, if this was a case of discrimination on the grounds of disability, the pupil would not be able to make a claim against the teaching assistant because the personal liability provisions do not cover disability discrimination in schools.

If the relationship is one of a person paying for someone else to take action for them and someone taking action for them (their 'agent') rather than employer and employee, the agent is personally responsible in the same circumstances.

Employees or agents will still be responsible for their acts of discrimination, harassment or victimisation even if they did not know their actions were against the law.

But there is an exception to this. An employee or agent will not be responsible if their employer or principal has told them that there is nothing wrong with what they are doing and he or she reasonably believes this to be true.

It is a criminal offence, punishable by a fine of up to £5,000, for an employer or principal to make a false statement in order to try to get an employee or agent to carry out an unlawful act.

Instructing and causing discrimination

As a school you must not instruct, cause or induce someone to discriminate against, harass or victimise another person, or to attempt to do so.

Both the person who receives the instruction and the intended victim will have a claim against whoever gave the instructions. This applies whether or not the instruction is carried out, provided the recipient or intended victim suffers loss or harm as a result.

It only applies where the person giving the instruction is in a legal relationship with the person receiving the instruction such as employer and employee or agent and principal.

Employment Tribunals will deal with complaints from an employee or agent who has received the instructions and the victim can make a claim in the same way as they would for any other claim under the act. So if you instruct a member of staff to discriminate against a pupil on grounds of their sex then the member of staff can make a claim to an Employment Tribunal and the pupil can make a claim to a county or sheriff court.

The Equality and Human Rights Commission can also take action for unlawful instructions to discriminate.

Aiding contraventions

It is unlawful for you to help someone else carry out an act which you know is unlawful under the Equality Act.

However, if the person giving assistance has been told by the person he or she assists that the act is lawful and he or she reasonably believes this to be true, he or she will not be legally responsible.

It is a criminal offence, punishable by a fine of (currently) up to £5,000, to make a false statement in order to get another person's help to carry out an unlawful act under the Equality Act.

For further information visit:-

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>



Caedmon School Equality Action Plan 2011-2013



Schools have a number of responsibilities and duties under legislation relating to equality and diversity. Legislation covers equality issues in relation to gender (sex), age, race, disability, religion or belief, sexual orientation and gender reassignment. Please see Equality scheme and other policies such as Safe and Fair recruitment, Admissions, Teaching and Learning, SEN. This action plan also supports Community Cohesion.

Preventing discrimination against staff			
Target	Action	Personnel	Timescale
The school will not discriminate in the recruitment of staff	Ensure all processes are in line with safe and fair recruitment guidance and LA requirements.	SLT HT's PA	On-going
The school will not discriminate against a member of staff regarding terms and conditions or promotions	Ensure all processes are in line with safe and fair recruitment guidance, DSCF and/or LA pay and conditions, workforce reform and LA requirements.	SLT HT's PA	On-going
The school will not discriminate against a member of staff regarding training or CPD.	Ensure all processes are in line with staff handbook, school policies and LA requirements.	SLT HT's PA	On-going
The school will not discriminate against a member of staff regarding grievance or disciplinary procedures.	Ensure all processes are in line with staff handbook, school policies and LA requirements.	SLT HT's PA	On-going
The school must make reasonable adjustments to prevent a person with a disability being at a substantial disadvantage compared to staff who are not disabled.	Ensure adjustments are made for any disabled employee; seeking advice from LA where applicable. Report annually to Governors	SLT HT's PA	On-going

Preventing discrimination against students			
Target	Action	Personnel	Timescale
School admission policy must show fairness to all applicants in line with DSCF guidance.	Admissions policy to be reviewed in line with LA guidance.	SLT HT's PA	Annually
Students must not be discriminated against when allocating students to classes.	Streams and setting of classes must be done fairly. Students with disabilities or other specific needs must be given fair access.	Pastoral team HOF Sub L	July On-going
School will make individual plan for students with disabilities where necessary.	The needs of a student with a disability will be established through consultation with student, parents/carers, previous school, LA and other professionals where appropriate. A plan and adjustments will be made where reasonable.	Pastoral team SENCo	July On-going

Curriculum is accessible and adapted where deemed appropriate	<p>Learning resources will be adapted to meet the needs of a disabled student.</p> <p>Visual prompts and aids may be created for student with specific needs.</p> <p>Use of lap tops, electronic writers and computers will be considered based upon individual need.</p> <p>Work will be enlarged for visually impaired students.</p> <p>Special provision will be made for hearing impaired students completing auditory tasks or listening exams.</p> <p>Exam access arrangements will be made in line with JCQ guidelines.</p>	Teachers Pastoral Team TA's SENCo	On-going
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Promoting Equality			
Target	Action	Personnel	Timescale
To promote good relationships between students, avoid discrimination and develop student understanding of equality in accordance with ECM and Healthy Schools' award	Active tutorials, Enrichment days, Assemblies, SEAL 'Thought for the Week' Curriculum lessons	Pastoral team SENCO All staff	Termly Yearly
Encourage positive contribution and participation of all groups	Extra-curricular activities will be offered such as social skills club, art and crafts club, HW club to support students with SEN. Monitor participation in enrichment activities, House activities and students holding posts of responsibility. Monitor merits and Heads commendations given. Report in newsletter, website and displays around the school.	Ex-Curric & House Co-ord	Termly Yearly
Special provision for students with disabilities is made where deemed appropriate	Disabled toilets are accessible to all students with disabilities. Lunch arrangements will be made to enable students to eat in a quieter area if necessary (Library and Learning Unit).	Pastoral team SENCO	On-going
Faith festivals are recognised and provision is made where deemed appropriate	Pupils with different faiths can opt out of acts of collective worship RE lessons Assemblies, Thought for the Day	All Staff	On-going Annually
Displays around the school promote positive images of equality.	Prospectus, website, newsletters Department displays Whole school displays	All Staff	On-going
Curriculum is accessible and adapted where deemed appropriate	Texts and resources containing different disabilities, cultures, faiths and genders will be sourced and used by all departments. Programmes of study will be adapted accordingly. Special provision is planned to enable disabled students to attend curriculum visits outside school.	HOF Subject Leaders	On-going
Seek advice from or consult with external agencies and parents/carers to provide specific	To support curriculum and pastoral work when appropriate e.g. Occupational Therapist, Educational Psychologist,	Teachers Pastoral Team	On-going

support for a student.	parents/carers, LA.	SENCo	
Teachers are aware of all students' backgrounds and specific needs	Plan and review teaching approaches to provide appropriate learning experiences for all students Acknowledge and reward achievement accordingly.	Teachers Pastoral Team	On-going
Interpretation and translation may be provided for students where appropriate.	Use MFL staff and other agencies to adapt documents into different languages and Braille.	Pastoral Team SENCo	On-going
Equal Opportunities (EO) is referred to in Caedmon schools documentation	Check wording of prospectus', home/school agreement, website, welcome booklet, diary	SLT Admin staff	Annually
Appropriate information given to parents/carers with disabilities and those who do not speak or read English	Communicators, translators, appropriate meeting rooms, sound loops, hearing devices, large print, etc. Signpost to adult education EAL lessons if appropriate	HOF Pastoral Team	On-going
All new staff trained in EO at Caedmon School Staff training where appropriate	Add EO to new staff induction programme	SLT HOF	Yearly
Staff know how to report incidents of racism, disability or gender discrimination, bullying	Check information is written in pastoral and staff handbook or to update.	Pastoral Team	Yearly
Staff training for working with students with disabilities	VTL sessions, staff surgeries, staff bulletin, SEN reviews, external training courses, staff liaison with SENCO and/or Educational Psychologist	SENCo EP Pastoral Team	On-going
Continue to develop links with the local community and external agencies to support the promotion of equality.	Staff to explore contacts and develop relationships to assist their work e.g. holding a multi-agency meeting to review the needs of a specific student.	SENCo Pastoral Team	On-going

Monitoring the impact of the Equality Scheme			
	Action	Personnel	Timescale
Have an equal opportunities working party – staff, students, Governors, parents/carers	Regular meetings held; action plan initiated. Report annually to Full Govs.	Gov SLT	On-going
Records of racist, disability or gender discrimination incidents are reported to the LA and Governing body	Incidents are monitored and recorded (held in reception)	All Staff	On-going
Target setting and data analysis on attainment levels of students from different ethnic groups, SEN, gender, disability and other identified groups	Examination and KS analysis is completed by HOF and subject leaders as part of self review.	HOF Subject Leaders	Annually
Target setting and data analysis on attendance, exclusion and behaviour of students from different ethnic groups, SEN, gender, disability and other identified groups	Analysis is completed by pastoral team as part of self review.	Pastoral Team	On-going
Use intervention strategies with students who are underachieving, vulnerable or need extra support	Use of Learning Unit staff, 121 tutors, and other intervention strategies as deemed necessary	HOF Subject Leaders Teachers	On-going
To monitor or observe lessons to ensure inclusion and fair access for all students	Learning walks and pupil voice to establish students' language or literacy skills, social and cultural development and the integration of learners from different backgrounds to work together.	SLT	On-going
Establish current EO provision and promotion through curriculum including x-curricular areas	Analysis of SDP and self-reviews	SLT Gov	Sept April
Establish the views of all stakeholders (questionnaires, meetings, feedback, discussion groups)	Use of KR survey and other parent/pupil surveys SSR	SLT HOF	On-going



Caedmon School Equality Access Plan 2011-2013



The Access Plan must be read in conjunction with the Equality Plan. It should be considered alongside the Equality Scheme and other relevant policies. The aim of the plan is to ensure full entitlement and access for all SEN students to a high quality education which is personalised to suit individual needs so that they can reach their full potential.

Enabling full curriculum access for all students with disabilities			
Target	Action	Personnel	Timescale
School admission policy must show fairness to all applicants in line with DSCF guidance.	LA admissions policy to be adopted by Caedmon School Governors	HT's PA	Annually
Students must not be discriminated against when allocating students to classes.	Streams and setting of classes must be done fairly. Students with disabilities or other specific needs must be given fair access.	Pastoral Team	July On-going
SEN code of practice will be fully Implemented	Staff will be given information regarding students with disabilities so they can fully meet their individual needs to access the curriculum. Staff training will be given where appropriate such as training, staff meetings for specific students. Learning support will be allocated where appropriate.	SENCo Teachers TA's	On-going
Curriculum is accessible and adapted where deemed appropriate	Learning resources will be adapted to meet the needs of students with disabilities. Visual prompts and aids will be created for student with visual impairments. Use of laptops and computers will be considered based upon individual need. Work will be enlarged for visually impaired students. Special provision will be made for hearing impaired students completing auditory tasks or listening exams.	SENCo Teachers TA's	On-going
Enrichment programme is accessible and adapted where deemed appropriate	Special provision is planned to enable students with disabilities to safely attend curriculum visits outside school.	SENCo Gp Leader HOF	On-going
Teachers are aware of all students background and specific needs	Plan and review teaching approaches to provide appropriate learning experiences for all students. Acknowledge and reward achievement accordingly.	SENCo Teachers Pastoral Team	On-going
Documents are provided in different languages and Braille when required.	Use MFL staff and other sources to adapt documents into different languages. Use LA service to adapt documents into Braille.	SLT SENCo	On-going

Ensuring all students, staff, parents/carers and visitors have full physical access to school facilities

Target	Action	Personnel	Timescale
School will make buildings accessible. Take reasonable adjustments as are necessary to prevent students with disabilities from being at a substantial disadvantage in comparison with people who are not disabled.	Buildings risk assessment will be carried out when appropriate to ensure reasonable steps are taken so that the needs of disabled students and staff are met. Consider class room organisation of furniture and resources to enable disabled students fair access. Make alternative timetable or room arrangements if appropriate.	Site Manager SLT	On-going
Provide quiet space for students with a specific need which may require this.	Make use of the Learning Unit and Library where deemed appropriate e.g. for vulnerable students.	SENCo Pastoral Team	On-going
Ensure all corridors, class rooms, doors are accessible for wheelchairs or walking frames	Carry out reasonable adjustments to buildings to maintain access for all students, staff, parents/carers and visitors regardless of their disability	Site Manager SENCo	On-going
Ensure ramps provide access to most areas of the school	Maintain ramps in good order to enable access/egress by wheelchair to and from the main body of the school	Site Manager Grounds staff	On-going
Provide disabled parking space for staff, parent, visitor	Ensure disabled parking space is clearly marked and sign is up.	Site Manager	On-going
Provide disabled showers and toilets	Ensure toilets and showers are accessible at all times.	Site Manager	On-going
Safe and hygienic storage of medicines and specialised equipment	Staff are trained to be aware of and to support students with specific medical needs e.g. blood sugar monitoring, asthma, epipen use, epilepsy, etc. Medicine is kept securely and safely. Key staff are trained to keep accurate records on medicine administration.	SENCo First Aiders All staff Reception Staff	On-going
Make individual plan for students with disabilities where necessary.	The needs of a student with a disability will be established through consultation with student, parents/carers, previous school, LA and other professionals where appropriate. A plan and adjustments will be made where reasonable.	SENCo Pastoral Team	July On-going

Promote participation to enable students, parents/carers and staff with disabilities to take advantage of the environment and the education provided by Caedmon School			
Target	Action	Personnel	Timescale
Seek advice from or consult with external agencies and parents/carers when deemed appropriate to provide specific support for a student.	To support curriculum and pastoral work when appropriate e.g. Occupational Therapist, Educational Psychologist, parents, LA.	All Staff	On-going
A suitable form of adapted information will be given to students, parents/carers and staff with a disability.	Communicator, appropriate meeting rooms, sound loops, hearing devices, large print, etc.	HOF Subject Leaders SLT	On-going
Staff training for working with students with disabilities	Inset sessions, staff meetings, staff bulletin, SEN reviews, external training courses, staff liaison with SENCO and/or EP, CAF meetings	SENCo All Staff	On-going

Other Information

Disability - Reasonable and practicable

The school is not required to do anything under its scheme that is unreasonable or impracticable. Its approach will vary according to a wide variety of factors, including:

- the size of the school;
- the size and make-up of the disabled population of students, staff and parents/carers;
- the proximity of other schools and the potential for links with them;
- the school's building stock;
- the school's budget;
- How the DDA duties interact with other statutory duties.