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Crofton School

Single Equality Scheme

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Developing the Scheme

1. Introduction

- We welcome the equality duties on schools, and regard these as essential for achieving the five outcomes of the Every Child Matters framework
- We believe that all students and members of staff 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.
- We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. 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 improved outcomes.
 - Removal of attitudinal and cultural barriers.
- We have incorporated our individual policy for race equality, and our disability and gender equality schemes 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.

Our Vision

In our school community...

- consideration
- achievement
- respect
- enthusiasm

...matter for everyone, every day

We are motivated by a sense of the moral seriousness of what schools do; by a conviction that education, while important, should also be fun; by a belief that schools should be inclusive communities in which everyone is equally valued; and by a determination that we should not tolerate underachievement.

Members of the Crofton community are expected to show consideration for others whatever their age, size, background, faith or gender. This means actively looking for ways in which we can brighten the days of those around us.

Given that we only have one opportunity to get our secondary education right, every student must have every chance to achieve as much as they are capable of and to become the best people they can be – as such, we expect concentration and focus on learning.

Mutual respect underpins the way we behave – knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we listen to each other and we are polite and tolerant of difference.

Enthusiasm is important to us – we want everyone at the school to enjoy their time here and to get as much as they can from it.

Our vision for the future

We want to become an outstanding school, at which:

- There is no bullying or unkindness; people are allowed to be themselves
- Students make impressive progress
- Students' individual needs are carefully identified, understood and catered for
- The curriculum is relevant, ambitious, varied and stimulating; science has a special place in it and permeates the whole life of the school
- Students become autonomous, independent learners
- Students become good citizens, aware of their responsibilities and rights
- Learning is genuinely valued and genuinely fun; students and staff are expert at it
- Everyone (students, staff, parents and friends) feels valued and included
- Students are well-prepared for adult life in a time of rapid and unpredictable change

• **Race**

We will aim to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

- **Disability**

We will aim to:

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

- **Sex**

We will aim to:

- Eliminate unlawful sex discrimination
- Promote equality of opportunity
- Promote good working relations between men and women

- In addition to the legislative requirements our equality scheme also includes the following areas of equality:

- Sexuality
- Age
- Religion and belief

- **Purpose**

In particular we will focus on the monitoring process and we will identify issues impacting on all the above aspects of equality and aim to:

- promote equality of opportunity
- promote good relations
- eliminate unlawful discrimination
- eliminate harassment
- The aim of our equality scheme is to enable us to achieve:
- the continuing positive development of policies and practices
- an accessible inclusive learning environment
- satisfaction among our service users
- a representative workforce at all levels

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:
 - Eliminate unlawful racial discrimination.
 - Promote equality of opportunity.
 - Promote good relations between people of different racial groups.

- The general duty to promote disability equality means that we must have due regard to:
 - Promote equality of opportunity between disabled people and other people
 - Eliminate unlawful discrimination
 - Eliminate disability- related harassment
 - Promote positive attitudes towards disabled people
 - Encourage participation by disabled people in public life
 - 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:
 - Eliminate unlawful discrimination and harassment and
 - Promote equality of opportunity between men and women.

- Schools also have specific duties under these three promotional duties. 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.

- Annex A provides further details of the requirements of equality legislation.

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 2001 census show that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2008, 7.1% of school students were from ethnic communities. Approximately 15% of the population have declared a disability. For 2007/08, there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%), and Sikh (0.1%).

- Crofton is an 11-16 Foundation school with 1080 students.
 - Students have attainment on entry above the national average (last Y11 had APS of 28.9 vs 28.0 national ave) (RAISEOnline). However, their attainment appears to be declining: RAISE shows a decline from 0.9 pts above the national average in the current Y11 to 0.0 in the current Year 9. (These figures have changed since last year and may not be reliable). Approximately 22% had APS of 33 or more (15% national ave) while there were very few students with APS below 24. 0.7% have Statements of SEN (2.0% national ave) but 16.3% are on the SEN register (21.1% national ave). Students are drawn from two principal feeder schools within our catchment area with an increasing minority being drawn from other nearby schools, especially those on the edge of Gosport, to the east.
 - Hampshire County Council analysis suggests that our core catchment is the 12th most prosperous of 71 secondary schools. 73% of our students live in the 2 relatively advantaged wards of Hill Head and Stubbington. About 27% of households are 'high class' against a national ave of 20% and the %age of adults with higher education is also slightly above average (RAISE online). Overcrowding is rare, with around 4% of households affected (15% nationally).
 - Just 2.9% of the intake is eligible for free school meals (14.5% nationally). There are substantial numbers of students from forces families, especially the Royal Navy.
- The staff are predominately White British with a number of non British EU nationals and a small number of colleagues from countries outside of the EU.; the majority of staff is female. Most students come from a small geographical area and join the school with high levels of attainment and the ratio of boys to girls is approximately 1:1. The majority of staff and students are from Christian or non-religious backgrounds.
 - The catchment area covers Stubbington and Hill Head with approximately 20% of students from surrounding areas. We have children from a range of socio economic backgrounds. Stubbington and Hill Head is an area of relative social advantage; it has a high level of employment and significant number of families have members who serve in The Royal Navy.
 - Children join us at age 11; most come from two local junior schools. Only a small% of students have free school meals or are from mixed ethnic origins.
 - The school includes a specialist resource, The Croft, with up to twelve young people on the autistic spectrum
 - A key challenge is ensuring our children have an understanding of and value the multi ethnic and cultural diversity of The U.K.

Involvement of staff, students, and parents

- **Developing our Scheme**

- The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. The school is considering working towards becoming an accredited Rights Respecting School and this is very much part of the ethos and curriculum. We have strived 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: -
 - Children are involved in forming and reviewing the schools ethos and aims.
 - There is a Home/School agreement.
 - Citizenship lessons.
 - Involvement of Student Council.
 - Staff Exit Surveys.
 - Parents and School Governors.
 - Consultation with other community groups:
 - These activities have involved disabled people, people from different ethnic community communities and gender by:
 - Ensuring that a diverse group of people have been involved in developing this policy; including disabled staff, disabled student, students with a wide range of learning needs, community groups and parents with learning difficulties.
- We have identified the following **priorities** as a result of these activities
 - People from different religions are underrepresented. We intend to address this by working with local religious groups.
 - All visitors to the school need to be made aware of the Policy. We intend to address this by revamping the information provided to visitors and via our website

- **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. The student leadership group has direct and regular access to the senior leadership team and the head teacher.
- Equality and Inclusion are regularly discussed at School Council Meetings.
- Learners are actively involved in the annual National Anti-Bullying Week.

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 more effectively monitor our progress and performance, as our students and staff may face more than one barrier to achieving their full potential.
- **Students**
 - We collect the following information:
 - 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
 - The need to closely monitor opportunities for students to attend Extended School opportunities.
 - Continue to develop our work to become a Rights Respecting School.
 - Continue to monitor student achievement against targets.
 - We will ensure that the information we gather will be used to promote equality by regularly analysis of the data by the Senior Leadership Team.
- **Staff**
 - We do not collect any specific equality data for staff. However, equality issues are discussed at staff forums, during individual appraisal and performance review processes, and during personnel related forums.
 - The school has achieved Investors in people status
 - We have identified the following **priorities** from evaluation of this information:
 - All staff leaving should complete a staff exit survey. The content of the survey and process required to ensure confidentiality are to be developed.
 - Staff have all received training to promote the best possible progress of students enrolled in The Croft

- **Specific Equality Areas**

- This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take

- **Race Equality**

- What we have already achieved:
 - Actively promoting 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.

- We want to do more by:

- Staff, governors and visitors continuing to demonstrate positive and supportive attitudes in helping all members of the school community.
- Continuing to work with parents and carers and with the other people associated with school to prevent racial discrimination.
- 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.

- **Community Cohesion**

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 work is carefully planned to allow to join in at his/her own rate and have success.
- 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.
- A senior member of staff is a member of the governing body of the area Pupil Referral Unit (Quayside). We have plans for joint experiences for students at Crofton and Quayside and for joint professional development opportunities.

- The school provides opportunities for families to interact with people from different backgrounds and build positive relationships.

- Sporting fixtures
- Overseas travel

- Exchange programmes within the EU
 - Linking with school in other parts of the UK and in other non European countries
 - The school is proud to be building and operating The Croft, a specialist resource facility for up to twelve young people on the autistic spectrum
- The school has developed links with other schools and the local community:
 - Quayside Pupil Referral Unit
 - Fareham and Gosport Mental Health Forum
 - Baycroft Special School.
 - Winchester University – MA provider
 - NCSL – Pathways to Leadership provider
 - Stubblee Hill Children’s Centre.
 - Positive partnerships with other professionals from a variety of disciplines including physiotherapists, speech and language therapists, music therapist, psychologists, doctors, occupational therapists, social workers, community disability team.
 - Various local schools, colleges and employers through our specialist schools outreach programme.
- **Disability Equality**
 - What we have already achieved:
 - The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum.
 - The school takes account of the needs of students 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 building of The Croft has enabled us to make significant progress in this area.
 - 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 reception and the area of the school used by visitors for school functions is wheelchair accessible and has disabled toilet facilities
- **Gender Equality**
 - What we have already achieved:
 - Promotion of equality and opportunity through our recruitment procedures.
- **Other Equality Areas**
 - What we have already achieved:
 - We teach about other faiths

- We have implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions.
 - We have made explicit within our anti-bullying policy that homophobic or faith bullying and harassment will not be tolerated
- **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. This will be done by The Governors Staffing Committee.
 - We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.
 - We will assess impact on policies during when they are reviewed and we will build the impact assessment process into all new policy development and decision making activities.
- **Working in Partnership**
 - We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.
 - We tailor information delivery to ensure information is accessible to all parents.
 - Provide help and support for parents who find accessing the school or information difficult, Parent Support Advisor, loop system in reception, provision of signing translators and other support as required.
 - We will continue to develop our existing partnerships (as recorded above) and always be aware of the opportunities for new partnerships.

Putting the Scheme into practice

- **Publishing the Scheme, 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:
 - Placing it on our website
 - Making it available on request
 - Providing a summary in our prospectus, including our vision and key priorities
 - In addition we will:
 - Highlight the existence of the Scheme, key priorities, and who 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
- **Monitoring and evaluating the Single Equality Scheme and Equality Action Plan**
 - We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report regularly on our progress and performance. Our reports will be shared with Governors and our School Improvement Partner. We will inform staff and learners of our progress.
 - The findings of our reports will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.
 - We will ensure that the Equality Action Plan is an integral part of our School Strategic Plan and as such, our progress will have 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.
- **Links with other school policies**
 - School policies that link with, and have informed this Scheme include:
 - School Inclusion and SEN policy, Racist Incidence policy, Anti-Bullying, Pay policy, Admissions policy

- **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 and parents
 - Ensure that all governors are aware of their legal responsibilities under equality legislation
 - Receive and discuss regular equality reports on progress and performance
- The head teacher will:
 - Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
 - Ensure staff, students, parents /carers and any other interested stakeholders 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
 - Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme
- The 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 victimization
 - Coordinate and monitor equality and diversity
 - Deal with incidents of discrimination or harassment
 - 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 students 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 the action needed to report these

Equality Action Plan 2009 - 2012

Code

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	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
			x				Medium	Monitor and expand opportunities for students to engage with people from different ethnic and socio economic groups	Leadership Team	Ongoing	Students have increased opportunities to engage with a wider cross section of people than represented in local community
					x		Medium	People from different religions are underrepresented. We intend to address this by working with local religious groups	HT	Ongoing	Students have a greater understanding of other religions
x	x	x	x	x	x	x	High	All visitors to the school need to be made aware of the Policy. We intend to address this by revamping the information provided to visitors	School Business Manager	Sept 10	Revised Visitor Information
x	x	x	x	x	x	x	Medium	All staff leaving should complete a staff exit survey. The content of the survey and process required to ensure confidentiality are to be developed	School Business Manager/Head Teacher	Sept 09	New Staff Exit procedures in place – this will help identify any equality issues that have not been previously detected/exposed
x	x	x	x	x	x	x	Medium	To consult on this plan more widely	Head Teacher SENCO	Sept 11	Plan with be adapted in light of views

R	D	G	CC	SO	RB	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
	x						Medium	Update training in the operation of Hearing Loop in Reception. Provide annual refresher training for all reception staff. Include in induction of all reception staff	School Business Manager	Sept 10	Hearing loop will address potential shortfall in support for disabled parents/visitors
x	x	x	x	x	x	x	High	Make Single Equality Scheme and Action Plan available via school website	School Business Manager	Sept 10	All students, staff, governors, parents and interested parties will have access to both policy and action plan
x	x	x	x	x	x	x	Medium	We will carry out equality impact assessments on our policy and practice	Chair of Governors Staffing Committee	July 11 and then biennially	Policy will remain fit for changed circumstances
	x						Medium	Continue to make 'reasonable adjustments' to the school site to further improve access.	School Business Manager	On Going	An increasing amount of the site will be accessible to a wider range of potential visitors and users
x			x				Medium	Build, open and operate The Croft, a specialist resources for students on autistic spectrum	SLT	On Going	Students with autism will have access to main stream educational opportunities with high quality support. Other students will gain a greater understanding of autism.

