



Policy: Equality & Diversity
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Authorised by: Headteacher

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Mission Statement

At Clare Mount Sports College, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We recognised that the term disability has a wide meaning both medically and legally and encompasses both physical and non-physical conditions and as such requires a diverse range of responses to ensure equality of education & opportunity for all pupils, staff etc.

In furtherance of the above we as a school will seek to comply with relevant legislation, specifically provisions currently contained within the Disability Discrimination Act 1995 & Equality Act 2010.

We will strive to meet appropriately agreed reasonable adjustments to make sure that the school environment is as accessible as possible.

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

At Clare Mount, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Check List for School Staff and Governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to assess and improve the provision of services?
- Is pupil achievement monitored by disability? Are there any trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? Are they represented in school events such as class assemblies and the school council?
- Are reported instances of bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as form time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Are they informed of this support?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

The Disability Equality Duty (DED)

Definition of Disability

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

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

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

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Equality Act 2010;*
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

* **The Equality Act 2010**, has now harmonised and in areas extended the current equality law, specifically in defining:

- **Direct Discrimination** - as occurring where, because of disability, a person receives worse treatment than someone who does not have a disability.
- **Discrimination arising from a disability** - which can occur when a disabled person is treated less fairly because of something connected to their disability and this treatment cannot be justified.
- **Indirect Discrimination** – can occur when a rule, policy or practice applying to everyone, but which particularly disadvantages people with a particular disability and cannot be justified.
- **Disability Harassment** – as unwanted behaviour relating to disability that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.

The Disability Equality Duty (DED)

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. At Clare Mount the following areas are closely monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers and type of disability)

Additional Implications for Schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with Parents and Carers

When providing newsletters and information for parents and carers, Clare Mount will endeavour to make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, will be held in accessible parts of the building.

Hiring Transport

School staff will be made aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of Parent Governors

The election of parent governors is covered by the DDA 2005 & EA 2010, and governors at Clare Mount will work to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, governors at Clare Mount will work to ensure that they can participate fully in school life.

Involvement and Consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

Care Mount will continue to consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

Making Things Happen

In order to ensure that action is taken to meet the Disability Equality Duty, Clare Mount has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 & EA 2010 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and includes:

- Promoting equality of opportunity between disabled people and other people by:
 - Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning, through parent partnership workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly throughout school
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability as defined in the EA:
 - Monitoring incidents of harassment and bullying of disabled pupils. Encouraging pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use of form time, PSHE time or assembly will be used to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people by:
 - Using the school environment to promote positive attitudes to through posters, collages, displays and learning materials.
 - Celebrating and highlighting key events such as the Paralympics

- Encouraging participation in public life by disabled people by:
 - Ensuring that disabled pupils are represented and encouraged to participate in class assemblies, plays, extra curricular events and on the school council.

Monitoring & Reporting

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales.

If any adverse impacts are identified during the monitoring process, the action plan will be revised.

An annual report will be produced which outlines the progress of the Disability Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the Disability Equality Scheme and feed into future practice.

For further information, please contact:

Mrs K. Webster (Headteacher)

Equality Scheme Objectives 2017-20

(Equality objectives, focused on outcomes rather than processes, to be kept under regular review)

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Scheme through the school website, Newsletter and staff meetings.	Analysis of the responses received and action taken.	Headteacher/Deputy Headteacher (Inclusion)	Annually in July	Staff are familiar with the principles of the Equality Scheme. Parents are aware of the Equality Scheme
All	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.	Achievement data analysed by race, gender and disability	Headteacher/Heads of Department Assistant Headteacher (pupil progress)	Annually in Sept	Analysis of teacher assessments annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels using PCP, CASPA and tracking data.	Headteacher/Heads of Key Stage/Heads of Department /SLT	Sept 2013 – 2015	Students are able to discuss some of the models that have been highlighted through the student focus groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in student participation, confidence and positive identity fed back through student focus groups.	All staff /SLT (student focus groups)	Ongoing	More diversity reflected in school displays across all year groups
All	Refer to Equality Impact Assessment when reviewing all policies.	Through the outcome of Equality Impact Assessment.	Headteacher	Ongoing	Policies reviewed and updated.
All	Ensure all students are given the opportunity to make a positive contribution to the life of the school through involvement in student focus groups	Student representation on focus groups monitored by race, gender, disability 'How cool is your school audit?'	SLT (student focus group)	Six focus groups per year.	Diversity in student focus group
All	Ensure that the Governing Body reflects the diversity of the community it represents	Monitoring of applications by Headteacher.	Chair of Governors	Ongoing	Applications from a range of candidates to be School Governors

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Celebrate cultural events throughout the year to increase student awareness and understanding of different communities	Life choices in careers curriculum/Form tutor time/Culture and Creativity days	Co-ordinators Curriculum/Vocational Education	Ongoing	Increased awareness of different events
All	Monitor and track the background of students re: exclusions and those involved in behaviour incidents to ensure that no trends are emerging around a particular group	Headteacher/SLT/ Heads of Pastoral using electronic tracking data base	Headteacher/SLT	Annually at the end of the summer term. Reported to Governors in the following autumn term.	No trends emerging