



## SINGLE EQUALITY SCHEME

### Rationale

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving our commitment to the Equality Agenda as set out in The Equality Act 2010. The Equality Act 2010 introduced a Public Sector Equality Duty on public bodies including schools that extends to all protected characteristics. These are:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Maternity
- Gender reassignment

As a school we are committed to the aims of this Act and will continue to use school policies and practices to ensure that we:

1. Eliminate discrimination and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a characteristic and people who do not share it.

In addition, we are committed to meeting our Specific Duties. The Specific Duties will require us to publish information demonstrating how we are meeting the aims of the general duty, and to prepare and publish equality objectives.

We acknowledge that it is very important for all stakeholders to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our students.

### Our School Values and Visions

Bishop Heber High School is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for people with a disability.

Bishop Heber High School is a school in which **Respect, Opportunity and Achievement** can flourish. We recognise the differences, values and beliefs of each individual yet acknowledge the responsibility that we all have to treat everyone with respect and courtesy, so we all feel happy and safe in our school. Bishop Heber forms the heart of the wider community, providing all its members with a



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central resource to enhance the quality of opportunity: a world-renowned international, innovative place to learn and grow into active, global citizens.

At Bishop Heber High School, we know that equality is not simply about protecting the potentially vulnerable. We believe that the holding of prejudicial views may disadvantage all students. The school will seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

### The Single Equality Scheme

In order to meet our duties under the Single Equality Scheme, the school has integrated our statutory duties in relation to race, disability and gender and promoting community cohesion into all other policies. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the legislation laid out in the Equality Act 2010, relating to religion or belief, sexual orientation, age and maternity and includes our priorities and actions to eliminate discrimination and harassment and to promote equality of opportunity and good relationships. Our Single Equality Scheme Policy covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory Single Equality Scheme Policy duties by reporting regularly and as appropriately to the Full Governing Body via the Headteacher's report. This will be reviewed by our Full Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

### Meeting our Duties

The school has a public sector duty towards all stakeholders who possess protected characteristics. This includes students, staff, governors, parents, carers and other community users of the school facilities.

As a school, we have a duty to use our work with students and their families to:

1. Eliminate discrimination and other prohibited conduct such as harassment.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a characteristic and people who do not share it.

The general duty to promote disability equality, is owed to all disabled people where disability is defined as "physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities". This means that Bishop Heber High School will 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



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- 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

### Accessibility

There is specific disability legislation in relation to disabled students and accessibility, which means we will plan strategically over time to:

- Increase access to the curriculum
- Make reasonable improvements to the physical environment of the school to increase access;
- Make written information accessible to students in a range of different ways

Schools are expected to make reasonable adjustments to ensure that disabled students are not at a disadvantage when it comes to physical access and access to the curriculum/services of the school. What is reasonable will be influenced by issues of cost and practicality. However, there is an expectation that we will try to ensure that disabled students can play as full a part as possible in school life and the reasonable adjustment will support this.

### Meeting our Duties

Bishop Heber High School intends to meet these public sector duties by:

- Making the delivery of a strong and effective PSHCE curriculum a priority within School
- Ensuring that the Equality Agenda is high profile and alive, for example through assemblies, collapsed curriculum days, external trips and visits and guests to the school
- Ensuring that curriculum mapping routinely maps out how and where the curriculum takes opportunities to celebrate equality and diversity and to engage students about the multicultural, changing world in which they live
- Involving all stakeholders in reviewing our work on Equality such that it is driven from within. This will include the Year/School Student Council(s) as well as staff and parents
- Encouraging our students to be active citizens who take positive action to understand and improve the lives of others
- Ensuring that we are fully compliant in relation to equality legislation, including recruitment and accessibility laws
- Working fully and co-operatively with all external agencies where this will support the learning and progress of our students and/or allow us to make a fuller contribution to the equality agenda
- Maintaining clear and transparent behaviour and anti-bullying policies that show robust handling of all equality related bullying and unacceptable behaviour. Data on all incidents is routinely recorded and shared with stakeholders, including the Full Governing Body



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### Monitoring of Impact of Equality Scheme

#### Collecting and analysing equality information for students at Bishop Heber High School

Bishop Heber High School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves as well as to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our students:

- Attainment / achievement levels
- Attendance levels
- Behaviour points
- Exclusions
- Attendance at school activities/extra-curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in the Year/School Council(s)
- Choice of options selected
- Qualitative views on issues such as behaviour and safety in school

#### Collecting and analysing equality information for employment and governance at Bishop Heber High School

We collect and analyse the following profile information for our staff and governors:

- Applicants for employment
- Staff profiles
- Governing body profiles
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff performance management

#### Consultation and involving people

We have involved students, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this policy.

- Discussions with School Council
- PTA (Friends Of Heber)
- Staff Meetings
- Headteacher Professional Associations Meeting



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### Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include (not exclusively):

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour & Discipline Policy
- Learning & Teaching Policy
- School Strategic Development Plan (SSDP)
- SEND Policy (including Medical Needs Policy)
- Whistle Blowing Policy

### Commissioning and Procurement

Bishop Heber High School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tenure.

If you would like this information in an alternative format that would better suit your needs e.g. easy to read, large print, braille, audio tape or if you would like the Scheme to be explained to you in your language, please contact the Clerk to Governors on telephone number 01948 860571.

Sue Anderson (Chair of Governors)

David Curry (Headteacher)

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	October 2017
Review:	Every three years
Date Reviewed by Committee:	7 <sup>th</sup> May 2019
Reviewed Document Adopted by FGB:	2 <sup>nd</sup> December 2019
Next Review Date:	May 2022



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### REVIEWED BY:

- Students (School Council)
- Parents (Friends of Heber)
- Senior Leadership Team

### APPENDICES:

- Appendix A – Accessibility Plans

### LEGISLATIVE POWERS AT THE TIME OF APPROVAL

- The Equality Act 2010

### RELEVANT GOVERNMENT GUIDANCE AT THE TIME OF APPROVAL

- The Equality Act 2010 and schools' departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- Supporting students at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England (December 2015)
- Data pack Improving permanence for looked after children (September 2013)
- Equality Objectives (September 2014)



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### APPENDIX A - ACCESSIBILITY PLANS

The Governing Body's Accessibility Plan follows the Local Authority's guidelines and aims, as far as is reasonably practicable to:

- Enable staff with a disability to have access to premises and facilities that they need for their contracted duties
- Ensure that the needs of visitors with a disability are taken into account
- Increase the extent to which students with a disability can participate in the school curriculum
- Reasonably adapt the physical environment of the school in order to enable students with a disability to take advantage of education and associated services
- Reasonably adapt the delivery of the curriculum for students with a disability, within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents/carers, of information which is provided in writing for students who are not disabled

### Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- The selection and appointment and promotion arrangements for staff
- Staff conditions of service
- Staff training
- The arrangements for determining student admissions
- The terms on which admission is offered
- Refusing or deliberately omitting to accept an admission application
- Provision of education or associated services (including educational visits and extra-curricular activities)
- Exclusions
- Victimisation and harassment
- Failing to take steps to ensure that students with a disability are not placed at a substantial disadvantage in comparison with all other students in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law

### Staff

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- Recruitment
- Performance management
- Promotion
- Staff development
- Teaching environment and



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- Access to the premises

### Training

As and when deemed to be appropriate, specific training will be disseminated to staff regarding the needs for learning of particular students with a disability.

### Premises

The school recognises that through the provision of Special Educational Needs and Disability Discrimination Act (SENDDA), it is not required to provide special equipment or additional personal support, nor make 'physical alterations to the buildings' such as the provision of lifts. However, to meet its obligations, the school will ensure that the needs of staff and students with a disability are fully considered in any strategic planning for the development of the school site. When determining the priorities for the use of the annual Capital Grant, the school will take into account the need to make the school site more accessible for staff and students with a disability. The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full learning and teaching of the school. The school will bear in mind health and safety requirements and the interests of other students in all the above considerations.

### Students

The school values all of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate students with a disability, while bearing in mind the interests of other students:

- Improvements in access to the curriculum for students with a disability
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities) and
- Improvements in the provision of information in a range of formats for students with a disability

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- Mental health problems
- Learning difficulties
- Diabetes
- Epilepsy

Students with a disability are identified through the completion of student detail forms by parents/carers prior to admission. In addition, the Year 7 Leader and ENCo will gather relevant information on students with a disability through regular liaison visits to their Primary Schools prior to the transfer. Relevant information is made available to all staff via the SEND Register, Electronic Mark



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Book and electronically via SIMS and SharePoint, which is regularly updated. As appropriate, Accessibility Plans are completed usually by the ENCo who will monitor them to assess whether or not further adjustments/new measures are necessary.

The school will take into account all these requirements when considering the inclusion and treatment of students with a disability in the school.

### Temporary and Permanent Needs of Students

Existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents/carers and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

### Admissions

Bishop Heber High School is an inclusive school. Students with an Education, Health and Care Plan (EHCP) or Statement of Special Education Needs, can apply for a place at Bishop Heber High School via the Chester West & Chester SEND team and other Local Authorities. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

### Learning and Teaching

The school provides all students with 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 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team in all aspects of school life.

### Off-site Activities

The school will ensure as far as reasonable practicable, that students and staff with disabilities are given access to off-site activities organised by the school.

### Staff

- The development needs of staff with a disability will be discussed with the member of staff on a regular basis



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- Where necessary, support staff time will be allocated, relevant to the needs of the member of staff with a disability
- Wherever possible, the timetable will be adjusted to reflect the needs of members of staff with a disability and
- Within the constraints of financial resources the school aims to make adjustments to the premises to enable the members of staff to teach effectively

### **Staff Recruitment and the Needs of Existing Staff**

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equal Opportunities Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (inc. gender reassignment/identity), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

### **Harassment**

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reasons of his/her disability.

The Governing Body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the ground of their disability and to report instances of harassment to the Headteacher (or in the case of harassment by the Headteacher, to the Chair of the Governing Body).

### **Students**

In all learning and teaching activities, where possible, a full range of learning and teaching styles will be employed to ensure that no student is excluded from learning.

Teaching staff will be given, as relevant, advice and training from appropriate external agencies regarding the learning needs of students with a disability (such as the ENCo or Sensory Impairment Services etc.).



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### Liaison with Parents/Carers

Whenever appropriate, information to home will be provided in different formats to take account of disability.

The school will continue to ensure close liaison with families of all students with disabilities through the provision of designated staff members, such as the ENCo, who have allocated time and appropriate communication skills.

### Education and Associated Services

For students with Accessibility Plans we will consider the following adjustments:

- Preparation for entry to the school, including transition
- The curriculum
- Learning and teaching
- Classroom organisation
- Timetabling
- Grouping
- Homework
- Access to school facilities
- Activities that supplement the curriculum
- School sports
- School policies
- Before and after school
- Breaks and lunchtimes
- Serving school meals
- Interaction with peers
- Assessment and examination arrangements
- Discipline and sanctions
- Exclusion procedures
- School clubs and activities
- Educational visits
- Arrangements for working with other agencies
- Preparation for the next phase of education
- Administration of medicines
- First aid
- Toilets
- Movement around buildings
- Signage

As a school we are committed to the continuing and ongoing involvement of people with a disability in the development of this Scheme and will take into account the views of:

- Local organisations for people with a disability



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- Members of staff with a disability
- The parents/carers of students on roll with a disability
- Union and association representatives
- Student voice

### CONCLUSION

All staff have a duty to ensure, as far as is practicable, adherence to the intentions and purpose of this scheme, and to bring any potential shortcomings or difficulties to the attention of a member of the Senior Leadership Team.