



Equality Scheme

2016-2019



EQUALITY SCHEME 2016-2019

The plan will be monitored by the Governing Body and may be monitored by OFSTED during the inspection process. Equality Impact Assessments will be undertaken as and when College policies are reviewed. The terms of reference for all Governor Committees will include the need to consider Equality and Diversity issues as required by the Equalities Act 2010.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and a projected plan for the three year period ahead of the next review date.

1. Overview

This scheme outlines the commitment of the staff and Governors of Denton Community College to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our College will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our College community.

What do we mean by Equality?

We understand equality to mean treating everyone with equal dignity and worth, valuing their particular characteristics such as age, disability, gender, gender identity, race, ethnicity, religion or belief, sexual orientation, pregnancy (staff and student) and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people and in particular what our students can do and be. We recognise that inequality can be experienced in a variety of ways.

Please see Equality of Opportunity Policy.

At Denton Community College we will ensure that at every level in all our work and throughout all aspects of our community and its life we all are treated equally, free from discrimination and harassment. We will tackle barriers which could lead to unequal outcomes for the identified protected groups (named above). We will ensure equality of access and celebrate and value the diversity within our community.

In accordance with the College's Mission Statement and core values we pledge to:

- Respect the equal human rights of all our students
- Positively promote equality and diversity
- Tackle the barriers which could lead to unequal outcomes for identified groups of students
- Educate students about equality
- Respect the equal rights of our staff and other members of the College community.

We will assess our current College practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability

- Religious belief
- Gender Reassignment
- Pregnancy and Maternity

When covering employment/providing services we also address (please see recruitment policy):

- Age
- Marriage and Civil Partnership

The following is not a protected characteristic but it is advised that this is considered when undertaking Equality Impact Assessments

- Socio-economic background and other protected characteristics

We will promote community cohesion at College, local, national and global levels, comparing our College community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving students in Colleges.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community Cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the College's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the College community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion:

- Ethnicity/culture context of the College (local and national)
- Denton Community College is an 11-16 mixed community high school with a PAN of 270 in 2018 rising to 300 in 2019. The current capacity of the school is 1350 students. The current cohort consists of 1317 students **(An increase of 298 students since 2014 – no: 1019)**.
- This is a slightly larger than average-sized secondary school.
- There are many more girls than boys.
- The proportion of students known to be supported through the pupil premium is well above average. The percentage of students who speak English as an additional language is below the national average as is the proportion of students from minority ethnic heritages.
- The proportion of students supported at school action is above average. The proportion supported through school action plus or with a statement of special educational needs is below that usually found.
- The students enter the school with lower than average levels of attainment.
- **Gender; Females 691 (61.8%), Males 426 (38.1%)**
- **Vulnerable; LAC 15 (1.3%) FSM 300 (26.8%); Disadvantaged 483 (43.2%), EAL 57 (5.1%); SEN; K 54 (4.8%), I 12 (1.0%), G&T 85 (7.6%)**

- Religion/belief context of the College (local and national) - 79% describe themselves as Christian
- Socio-economic context of the College (local and national)

Denton is a town within the Metropolitan Borough of Tameside, in Greater Manchester. It is five miles (eight km) to the east of Manchester city centre, and has a population of around 27000. Historically part of Lancashire, Denton grew as a significant centre of hat manufacturing, though today it is a predominantly residential town.

In 2013 the school deprivation indicator was 0.26 compared to a national figure of National 0.21. The mean Income in Denton was £27K in 2013 compared to a national average of 35K.

See also "Our Community data" Appendix A

- Current issues affecting cohesion at College, local and national level.
- Opportunities to engage with people/students from different social, ethnic and religious backgrounds that are within in the local area.

4. Responsibilities

One named Governor Jayne Whitehead takes the lead, but the **Governors** as a whole are responsible for:

- drawing up, publishing and implementing the College's equality objectives.
- making sure the College complies with the relevant equality legislation.
- making sure the College Equality Scheme and its procedures are followed.
- monitoring progress towards the equality objectives and reporting annually.

The **Headteacher** is responsible for:

- making sure steps are taken to address the College's stated equality objectives.
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, students, and their parents and carers know about them.
- producing regular information for staff and governors about the plans and how they are working.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the College.

All staff are responsible for:

- promoting equality and community cohesion in their work.
- avoiding unlawful discrimination against anyone.
- fostering good relations between groups.
- dealing with prejudice-related incidents.
- being able to recognise and tackle bias and stereotyping.
- taking up training and learning opportunities.
- The Deputy Headteacher Student Experience is responsible overall for dealing with reports of prejudice related incidents.

Visitors and Contractors are responsible for:

- following relevant College policy.
- policy and information available on the College website.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

CPD is organised on a collective and individual basis. Whole staff meetings are arranged and placed in the College calendar. Equality and cohesion, in terms of professional responsibilities as well as statutory requirements, are covered where appropriate during these meetings, and is part of the culture and core values of the College.

Individual CPD is identified as part of the Performance Management process.

Staff development is focused on the College improvement priorities and well as national and local developments.

Middle leaders undergo:

- Awareness training and are monitored for their effectiveness under the headings Student Outcomes, Leadership and Management
- 1-1 line management meetings via SLT links
- Departmental SEF reports
- Performance Management

Teaching staff:

- Performance Management
- Collective and individual CPD
- Lesson Observations
- Learning Walks
- Department meetings/training sessions

Support Staff:

A policy for Support Staff Appraisal is in place. CPD is being monitored and developed by the Business Manager.

Denton Community College believes that it is important that once any new member of staff has been appointed they follow an induction procedure. Consequently all teaching, support and temporary staff receive an induction training programme appropriate to the post being filled.

The induction programme includes:

- Induction on key policies appropriate to teaching and/or support staff e.g. Behaviour, Learning & Teaching, in which the Expectations of the College Community covers the equality and cohesion, in terms of professional responsibilities.
- Health and Safety Induction
- Child Protection Policy
- Information relating to the Specialisms of Sport & Performing Arts
- College Curriculum Policy
- The Pastoral System
- Attendance/absence information
- Special Needs & Inclusion
- Assessment, Data and target setting
- Professional Status & Code of Conduct
- Staff roles and responsibilities & line management procedures
- A guide through the staff handbook

During the course of the year the induction programme includes:

- Performance management
- Reports, report writing and parents evenings
- Educational visits organisation
- The role of governors
- Professional development programme

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the College governors publish it by making it available as paper document on request and on the College website and by sending a copy for monitoring purposes to the local authority for the attention of the Equality & Diversity Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside OL6 6DL.

The scheme will be kept under regular review for three years and then replaced in September 2019.

7. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of College practice in terms of:

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age

And other protected characteristics:

- Looked after children
- Bullying
- Gifted and Talented
- Young carers

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the College Improvement Plan as appropriate.

Evidence of this process can be found in:

- Year Team Key Stakeholder Group Meetings (3 weekly)
- Departmental SEF and Improvement Plans
- College Improvement Plan
- SIMS – staff information
- SIMS - student information
- Racist incidents log

8. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data:

Student outcomes

- Attendance
- Enjoyment and engagement
- Attainment

Data obtained via:

- Monitoring & Tracking Achievement/under achievement by group type
- Raise Online - Comparison with national standards
- APP - Personalising student progress
- AfL - Marking scrutiny
- Monitoring Point Data

Provision:

- Teaching
- Schemes of Work
- KS4 course offer
- Marking
- Lesson planning
- Accurate information recording
- Student views

Leadership and Management:

- Department vision supporting whole College priorities
- Department vision understood by the team
- Raising Attainment progress RAGed with the team
- cross-curricular planning
- In College communication
- Using ICT to improve learning
- Displays/Learning Environment
- Using Teaching Assistants
- Proactive use of high quality outcomes from specialist subjects
- Praise/recognition of colleagues
- Equal opportunities promotion and tackling discrimination
- Links with the governing body
- Partnership development (potential Trust partners)
- Contribution to whole College Safeguarding Policy
- Effective use of resources and achieving value for money

Disability Equality Questionnaires

Racist Incident Monitoring Forms

Violence and Aggression Forms

Behaviour Monitoring and Intervention Reports

SIMS information – staff:

- Impairments
- Ethnicity
- Religion
- Disability
- Absence

SIMs information – students:

- SEN
- Exclusions
- Attendance
- Behaviour
- Assessment
- FSM
- Dietary needs
- Medical needs
- EAL
- Welfare

iii. and from involving relevant people (including disabled people) from the start in the following way:

- Student Voice
- Parents evenings and surveys
- College Council meetings
- Staff Well-being surveys
- Staff questionnaire on student behaviour
- Police/PCSO/Social Housing meetings with relevant staff to share intelligence on families

The evidence will then be analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age

And other protected characteristics

- Looked after children
- Bullying
- Gifted and Talented
- Young carers

9. Three-year equality objectives 2016-19 (to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)

General Issues

Attainment gaps - see College Improvement Plan and Department SEFs

Access issues - physical and curriculum based. See Access Plan.

Prejudice related incidents - see Racist Incidents log.

Staff training needs - see Performance Management files and College Improvement Plan.

Spiritual, moral, social and cultural development. See SEF.

Positive action in recruitment for a more representative workforce (see Recruitment & Selection Policy).

Monitoring data on attendance, exclusion and bullying by group (see SIMS reports).
Age related protection from 1st April 2011 (see Recruitment and Selection Policy).
Mental health of vulnerable groups - Student Voice - behaviour issues and parental engagement.
"Hidden" children missing education (follow stringent student registration requirements).

Socio-Economic

Socio-economic inequalities represent one of the main challenges in Tameside.

Narrowing attainment gap for FSM cohort. (See Department SEFs and College Action Plan)

Achieving Economic Well-being in relation to child poverty

Attitudes to class

Ethnicity

Implications for behaviour policy - see policy

Narrowing attainment gaps - see Dept SEFs

EAL - see Dept and SEFs

Language support for parents

Cultural competence of staff use of interpreters (where appropriate), Racist attitudes emerging during lessons and around College - see Racist Incidents log

Refugee awareness

Multicultural resources

Gypsy/Roma/traveller education

Gender

Gender pay gap - this has been eradicated as a result of Pay & Grading NJC staff 2009

Families affected by domestic violence - family intelligence data collated by Deputy Headteacher Learning Support and Assistant Headteacher Inclusion.

Involvement of fathers

Sexist bullying, disrespectful to a sex in general - see College Disciplinary Procedure

Sexual bullying, personally intrusive - see College Disciplinary Procedure

Discrimination against pregnant students or new mums

Discrimination against-breast feeding mothers

Gender-role stereotypes

Role model lesbian, gay or bisexual (LGB) people in the curriculum

Different kinds of families, including those with same-sex parents

Relationships education with SRE

Support for young people questioning their sexuality

Homophobic language

Institutional barriers to staff "coming out" at work to colleagues

Institutional barriers to staff "coming out" at work to parents or students

Homophobic bullying

Signposting to outside support for individuals

Gender reassignment

Trans phobic (trans gender) bullying

Staff/students who may be going through gender identity issues

Staff/students who may be going through gender transformation

Parents/carers who may be going through gender transformation

Religion or belief

Prayer needs

Dietary needs - see SIMS. Denton can cater for individual dietary requirements.

Religious observance

The needs of non-religious members of the College community

Anti-Semitism and Islamophobia

Religious implications of College uniform policy

Parental withdrawal from visits to places of worship

Withdrawal from other activities e.g. Jehovah's Witnesses

Staff withdrawal from RE teaching

Collective worship

Checking credentials of speakers invited to lead assemblies

Disability

Opportunities available to and the achievements of, disabled students

Educational attainment of disabled students: narrowing the gaps

Reasonable adjustments for disabled students

Unlawful discrimination e.g. failure to make reasonable adjustments

Needs of disabled parents and staff

Needs of non-disabled parents of disabled students

Budgeting for the cost of providing auxiliary aids

Equal opportunities recruitment training for governors

Disability-related bullying

Recruitment and development and retention of disabled employees

Awareness of sensory impairments and hidden disabilities

10. Three Year Access Plan 2016-19

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers students only whereas the equality plan includes all members of the College community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	All students screened on entry to ensure need will be met. Regular reviews ensure needs continue to be met. Personalised learning ensures better outcomes for all. All students access the curriculum. Appropriate Alternative Curriculum is sourced and placements are needs led.
ii. physical improvements to increase access to education and associated services	New building is fully compliant and wheelchair users can access all areas of the College. College has a specialised and trained toileting team. College reviews regularly the needs of the students.
iii. improvements in the provision of information in a range of formats for disabled students	Continue to liaise and work with outside agencies and ensure resources are adapted to individual needs of the students. College have purchased dedicated software. SEN department have a dedicated ICT trolley and where appropriate students access specially adapted ICT. This is reviewed regularly.

11. Three Year Community Cohesion Plan 2016-19

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the College community
- local communities
- communities across the UK
- the global dimension

APPENDIX A



EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION

We at Denton Community College will also comply with, and have due regard to, the following equalities legislation:

New Equality Act 2010

The Equality Bill passed through parliament and became an Act on the 8th April 2010. It took effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- Disability (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- Gender re-assignment (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

- Pregnancy and maternity (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the Colleges provisions but it is covered by other requirements which means that Colleges are prohibited from restricting access to education on the grounds pregnancy and maternity status.

- Race (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- Religion or belief (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

- Sex (no change)

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- Sexual orientation (no change)

Everyone is protected from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- Age (no change)

Under the Colleges provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduce a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics.

Guidance on all areas replaced by the Equality Act can be found at <http://www.equalityhumanrights.com/advice-and-guidance> There are links to guidance for for how the act impacts on employers, service providers, Colleges etc.

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

APPENDIX B

Glossary (taken from Equality Act 2010):

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community.

Duty

A mandatory and legal obligation to do something.

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

This new body brings together the Equal Opportunities Commission, the Disability Rights Commission and Commission for Race Equality; it also serves as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”).

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a student or student (or an applicant for admission) worse than they treat or would treat another student or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate. It is not direct discrimination against a non disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of
- Violating the dignity of another person or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.