



# Groby Community College


## Achieving Excellence Together

# Equality Policy

(includes subsumed policies on race, gender, accessibility, disability and  
Equality Objectives for 2012-15)

Last reviewed by SLT:  
Reviewed and updated:  
Next review date:

November 2009  
Student Wellbeing Committee 24 April 2012  
Summer Term 2015

Signed: 

(Chair of Governors)

Date: 24.4.12

## **Introduction:**

Groby Community College is committed to ensuring that all young people in our care are safe and are supported to fulfil their potential, regardless of gender, ethnicity, faith or socio-economic background and accessibility. Our aim is to promote a positive and welcoming culture at the college. We do our utmost to avoid discrimination and to promote equality for students, staff and other stakeholders using college based premises or accessing college provision.

Under the new Ofsted framework (2012) schools have a duty to promote equality of opportunity and tackle discrimination. Narrowing the gap between the outcomes of different groups of students is a central aim of the college's work.

## **Subsumed policies:**

- **Race Equality Policy**
- **Gender Equality Policy**
- **Disability Discrimination Policy**
- **Accessibility Policy**
- **Equality Objectives 2012-16**

Related policies: (statutory)

- Community Cohesion
- Special Educational Needs
- Disability Policy and Scheme
- Race Equality

Related policies: (non-statutory)

- Inclusion
- Equal opportunities
- Anti-bullying

## **Guiding principles and statements of intent:**

- All learners are of equal value
- We aim to reduce and remove inequalities and barriers to learning and success that already exist. We put in place supportive strategies to reduce the impact of those barrier
- We recognise and respect diversity
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We consult widely
- Society as a whole should benefit from our actions

## **Delivery**

- To ensure the outcomes for different groups of students does not vary significantly we will:
- Set aspirational targets for all students, being particularly ambitious for any groups of students who may be subject to discrimination
- Track and monitor the progress of both individuals and groups (e.g. Children Looked After, students in receipt of the Pupil Premium, Students with D/SEN; minority groups and ethnicity students) in order to identify underperformance and reduce unevenness between different groups
- Monitor the representation of different groups of students who are excluded from college to ensure that no group is being unduly discriminated against when such action is taken.

- Put in place effective strategies to ensure that where students are falling behind due to identified barriers to learning or discrimination, this has been tackled and students can make necessary progress to achieve as well as the peer group.
- Personalise the curriculum and other provision and processes so that each learner is able to access opportunities and support equally particularly D/SEN.
- Listen to and take account of the views of different groups of students regarding their experience of college.
- Give students with differing skills and talents the opportunity to develop and celebrate those strengths.
- Ensure that students from different backgrounds are given the opportunity to develop and celebrate their talents.
- Provide ongoing staff training to ensure the different needs of learners are met.

**In order to promote respect for human rights we will:**

- Build opportunities into the curriculum for developing understanding about differences and valuing diverse experiences.

**In order to promote respect and equality we will promote equality between those who share a protected characteristic and those who do not:**

The policy will refer to 'protected characteristics'. These include:

- **Age:** Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
- **Disability:** A person has a disability if s/he has a 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.
- **Gender reassignment:** The process of transitioning from one gender to another.
- **Marriage and civil partnership:** Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
- **Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- **Race:** Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex:** A man or a woman.
- **Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

**Equality Objectives 2012-16**

The national objectives as part of the Single Equality Act state that all public bodies must focus on:

**National focus areas:**

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who don't.
3. Foster good relations between people who share a protected characteristic and those who don't.

### **College objectives 2012-2016:**

1. To narrow the gap between boys and girls outcomes at KS4 by ensuring that boys APS improve as a result of a more appropriate curriculum. Raise the APS for boys to significantly above the national average by 2014 (312 in 2011 / national 327).
2. Raise attainment in Mathematics for girls by making the curriculum more relevant to them and their future aspirations. Narrow the gap between their performance in English and Maths to less than 10% by 2014 (22% in 2011).
3. To promote cultural understanding in our college between different ethnic groups in the wider community. Bridging the cultural divide through the PSHE / RS and Assembly programme.

### **To reduce prejudice and prejudice-related bullying we will:**

- Follow the guidance in the staff handbook on how prejudice-related incidents are identified, assessed, recorded and dealt with.
- Take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Roles and responsibilities**

#### **1. The Governing Body**

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans. A member of the governing body has a watching brief regarding the implementation of this policy.

#### **2. The Principal**

The principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; for taking appropriate action in any cases of unlawful discrimination; and for reporting to the governors.

3. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

#### **4. All staff are expected to:**

- promote an inclusive and collaborative ethos both in the classroom and wider school context
- be vigilant in all areas of the school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- support learners with learning difficulties and/or disabilities or for whom English is an additional language
- understand that learners have different styles of learning and multiple intelligences and need different styles of teaching and learning.
- identify and challenge bias and stereotyping in the curriculum and in the school's culture
- ensure the materials and content of lessons cover a wide diversity of different cultures and people
- keep up-to-date with equality legislation, development and issues relevant to their work by attending relevant training and accessing information from appropriate sources.

### **Information and resources**

5. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents.
6. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

7. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

8. We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

9. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the principal and governing body.

### **Monitoring and evaluation**

10. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
11. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
12. To review good practice we make use of a range of auditing schedules.

### **Appendix A: Summary of legislative requirements**

Those duties outlined in:

- The Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- The Education and Inspections Act 2006: duty to promote community cohesion.
- The Every Child Matters framework; the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- The Sex Discrimination Act 1975 (SDA) and the Equal Pay Act 1970
- The Gender Equality Duty Code of Practice. ([www.eoc.org.uk/genderduty](http://www.eoc.org.uk/genderduty))
- The Single Equality Act 2011

## Appendix B

### Groby Community College Race Equality Policy

#### Introduction

In accordance with the Race Relations (Amendment) Act 2000: section 2 and schedule 1A and the race Relations Act 1976 2001 S1 2001/2897 (amended), the college is obliged to have in place a race equality policy.

We are committed, as part of our educational inclusion strategy, to preparing our students for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools and colleges whether multi-ethnic or all white, rural or urban. Our policy is available to all who are members of our college community.

This policy reflects the general and specific duties on schools and colleges, featured in the Race Relations Act 1976 as amended in the Race relations (Amendment) Act 2000.

Related policies and procedures:

- Equality Policy
- Community Cohesion policy
- SMSC Policy

#### Aims

As a Leicestershire College we subscribe to the County Council definition and objectives for promoting race equality, which states:

*“Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognising that Leicestershire is a pluralist society and part of a country of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as:-*

- *to prepare all students to live and work harmoniously and with equality of opportunity in that society;*
- *to build upon the strengths of cultural diversity in that society;*
- *to define and combat racism and any discriminatory practices within the educational service to which it gives rise;*
- *to meet appropriately the particular educational need of all people, having regard to their ethnic, cultural, linguistic or historical attachment.’*

#### Delivery

- Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We use the Leicestershire County Council Education Service, Racial Harassment Incident Form to record any incidences of racist behaviour and in line with national requirements, the Governors receive an annual report on the number and nature of incidents. The Governors in turn report these annually to the LA.
- We have strategies to deal with racist incidents or behaviour which is part of our strategy for managing challenging behaviour, and we use the County Council guidance to help us deal with incidents.

- Following the Stephen Lawrence Inquiry report one way in which a racist incident might be defined for the purposes of reporting and recording might be: “any incident which is perceived to be racist by the victim or any other person”
- We also recognise that racism may take different forms and could include:
  - verbal or physical assault
  - display of racist pictures, insignia or graffiti
  - rejection or isolation of someone because of their ethnicity
  - unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture
  - derogatory comments about people or groups
  - telling racist jokes or mimicking accents
  - deliberately mispronouncing names
  - dismissal of viewpoints from other cultures or societies
  - stereotypical comments during discussion

Incidents of any of the above do not necessarily constitute racist behaviour but should be investigated objectively as if it were.

### **Curriculum and whole college development**

- A commitment to equality, justice and the unique value of every individual is a major element of our college ethos, values and culture. This commitment helps us to develop students who are confident, strong and self-affirming; who are open to change, choice and development and are receptive and generous towards other identities, and prepared to learn from them.
- The curriculum is central to our work in promoting race equality. All curriculum areas understand that they can make a contribution to the celebration of diversity and developing understanding about the nature of society. We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning.
- It is important for students to understand, through the learning and curriculum experiences they are offered and resources/display used, that the college see preparation for life in a multicultural society and opposing racism as important.

### **Continuing Professional Development**

- It is important that all staff understand the need for, and their role in promotion of race equality. To enable that to happen, we will make this a feature of our professional development programme as appropriate through staff meeting and briefing time as well as considering other opportunities such as central INSET courses.

### **Monitoring, Evaluation and Review**

As part of the monitoring and evaluation procedure for the Race Equality Policy, we will monitor:

- attainment by ethnicity and address any issues of differential progress and achievement
- exclusion and other aspects of the behaviour management system by ethnicity
- the teaching and learning to ensure all students’ needs are met irrespective of their background and that challenging targets are set for all
- the curriculum and teaching resources to ensure that pupils’ experiences are broadened and they are prepared for life in a diverse society
- the ethnic composition of the college staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- incidents of racist behaviour and the way the school handles and reports them
- the way in which the college is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages

- the way in which the college uses the diversity within its local and wider communities to enrich learning experiences for students
- the ways in which other college policies embrace race equality and inclusion issues.

### **Procedure for Recording & Monitoring Race/Hate incidents/Sanctions applicable to identified instances of racist behaviour**

The race/hate incident file is kept within the behaviour office and contains guidance on monitoring and reporting all incidents of a racist or other discriminatory nature along with a log of all incidents that have occurred.

Where an incident occurs that is deemed to be of a racist or other discriminatory nature the appropriate members of staff will follow the flow chart and use the necessary incident investigation and report forms. The incident will also be recorded on the behaviour management record on SIMS as a C3 incident (as outlined by the choices and consequences behaviour grid) and the students' personal electronic file as well as being entered onto the database that is downloaded from the local authority.

The behaviour team provide a report to the Senior Leadership Team every two weeks showing any C3, C4 and C5 incidents that have happened during the previous two week period. This report will include any race/hate incidents. The spreadsheet that is downloaded from the local authority is submitted annually in order to inform them of any incidents that have happened during the school year.



## **Groby Community College Accessibility Policy**

### **Introduction**

Schools have a duty under the Disability Discrimination act to provide equal opportunities for disabled students in all aspects of their provision.

Related policies: Special Educational Needs policy.

### **Aims:**

- to ensure that disabled students make the same progress as non-disabled students
- to ensure that disabled students can participate fully in the life of the college and take advantage of all opportunities offered
- to ensure that positive views of disablement are promoted in the college to all students

### **Delivery:**

- The Assistant Principal - Student Wellbeing will lead on all strategy aimed at meeting the aims above
- The SENCO will play a key role in the development and delivery of strategies
- The college will work closely with the LA and DFE to implement best practice with regard to improving access for disabled students
- A record of the nature of the disability(s) of individual students will be maintained
- The impact of disability and ways of minimising that impact will be shared with all teaching staff as necessary
- The college will regularly monitor data pertaining to disabled students - attendance, examination performance and exclusion rates; curriculum resources and materials; the site and facilities and the attitudes of disabled students in order to evaluate their experience and identify any barriers to inclusion
- The college will work towards actively reducing those barriers when they have been identified through a planned series of improvements either to the curriculum and or site and facilities
- The college will seek ways of promoting positive images of disabled people and giving students opportunities to consider disability issues sensitively

### **Monitoring, Review and Evaluation:**

The impact of the policy will be judged using the following evidence:

- Performance and destination data pertaining to disabled students
- The experience of disabled students as captured by student voice processes
- Student voice and other QA evidence

This policy will be reviewed and its impact evaluated on a three yearly basis by:

- The governors committee for teaching, learning and achievement

Next date for review: **Autumn 2015**

## **Appendix D**

### **Disability Equality Scheme**

#### **Introduction**

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

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

This scheme incorporates the school's plans to increase access to education for disabled pupils.

#### **The definition of disability is;**

**“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

#### **1.1 The purpose and direction of the school's scheme.**

1.1.1 At Groby Community College, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which state that we will work for **“Achieving Excellence Together”**.

#### **These aims are dependant on:**

- High quality teaching
- High quality learning
- An inclusive ethos
- Good relationships
- A broad, balanced and relevant curriculum for all students

1.1.2 The Disability Discrimination Act, requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- eliminate disability related harassment
- 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.

This scheme aims to set out how we will meet these general duties.

1.1.3 This scheme *should be read in conjunction with* our Accessibility Plan.

1.1.4 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

1.2.1 In preparing this scheme, disabled people were involved in the following ways:

- A disabled Governor advised on the scheme and the action plan
- Students views were sought via the student leadership team
- Parents views were sought via the parents forum

1.2.2 In the longer term, disabled people will be involved in the following ways:

- Through membership of the Governors Teaching and Learning and Financial planning sub committees
- Full Governing body
- Through the Student Leadership Team
- Parents forum
- Information gathering on entry to the school including parental declaration of disability
- Students surveys
- Employee declaration of disability on recruitment and discussions at line management reviews
- The use of the disabled persons preferred means of communication

## **1.3 Gathering Information**

1.3.1 Disabled pupils and staff are identified through self-declaration, recruitment and selection procedures, admission forms. Data protection legislation will be observed in sharing this information.

1.3.2 Disabled parents, governors and other school users are identified through self-declaration. Data protection legislation will be observed in sharing this information.

1.3.3 We explain to parents, staff, governors, community users and pupils why the information about disability is needed.

1.3.4 The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

1.3.5 The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

1.3.6 The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

1.3.7 Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- *opportunities for disabled learners to take positions of responsibility;*
- *satisfaction and enjoyment levels across a range of school activities;*
- *aspirations and ambitions for the future;*
- *successful transition into the next stages of education, training or employment;*
- *access to school trips;*
- *involvement in after school clubs and activities;*
- *access to work experience placements;*
- *take up of careers advice.*
- *attainment and achievement of disabled learners*
- *exclusion rates of disabled learners*
- *admissions of disabled learners*

1.3.8 Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school. It is our aim to:

- *use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;*
- *ensure disabled parents are encouraged to meet with teachers to*
- *discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;*
- *give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;*
- *give disabled parents preferential parking rights;*
- *ensure the needs of young carers are met;*

1.3.9 Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- *the representation of disabled people on the governing body;*
- *the accessibility of meetings for disabled governors;*
- *the accessibility of other governors activities.*

1.3.10 Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- *encourage community groups to ensure their activities are accessible;*
- *give due regard to disabled community users when revising school policies and procedures.*

## **1.4 Impact Assessment**

- 1.4.1 Impact assessments will involve disabled people at an appropriate point.
- 1.4.2 Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used.
- 1.4.3 Issues arising from the impact assessment will be prioritised and added to the Action Plan.
- 1.4.4 All future policies, procedures and practices will be assessed as they are written or planned and prior to introduction, in the following way;
- Via consultation with the student leadership team, parents forum, Governors sub committees for Teaching and Learning, Financial planning and Extended Services
- 1.4.5 Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

## **2: Planning for Action**

### **2.1 Arrangements for the First Action Plan**

- 2.1.1 In line with the DRC guidance, our initial Action Plan includes information on:
- improving information gathering mechanisms,
  - the mapping of policies and practices and
  - how the involvement of disabled pupils and disabled adults can be facilitated.

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

- 2.1.2 The priorities for the school's scheme will in future be set in the light of:
- an examination of the information that the school has gathered;
  - the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
  - an assessment of the impact of current policies on disability equality.
- 2.1.3 Urgent action necessary following an examination of the information will be added to the action plan before the review date.
- 2.1.4 In writing our action plan, we have addressed the general duties to:
- Promote equality of opportunity
  - Eliminate discrimination
  - Eliminate harassment
  - Promote positive attitudes
  - Encourage participation in public life
  - Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our action plan is included as Appendix 3.

### **2.2 Annual Reporting**

- 2.2.1 The schools will report annually on the progress being made to promote equality of opportunity for disabled people.  
This report will;
- *form part of the governors' annual report*
  - *be published on the school website*
- The person responsible for producing the Annual Report is Viv Evans, Assistant Principal.

### **3: Implementation**

#### **3.1 Implementation, Monitoring and Evaluation of the Action Plan**

- 3.1.1 The implementation of the Action Plan will be overseen by the governing body. A report will be made to the governors each *YEAR* by VIV EVANS, Assistant Principal. A checklist to aid governors is included as Appendix 2.
- 3.1.2 *The Action plan will be dovetailed with the School Development Plan and the Accessibility Plan in order to increase the effectiveness of these.*
- 3.1.3 The evaluation the effectiveness of our scheme will be reflected in our discussions with our school improvement partner and with Ofsted when the school is inspected.
- 3.1.4 Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

#### **3.2 Publication of the Scheme**

- 3.1.1 Our scheme will be published
- *on the school/college website;*
  - *It will be available on audio CD or cassette on request.*
  - *It will be available in paper format to anyone on request.*
  - *Individual format requirements will be responded to positively*

#### **3.3 Reviewing and Revision of the Scheme**

- 3.3.1 The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:
- involve disabled pupils, staff and parents; and
  - be based on information that the school has gathered.
- 3.3.2 The Scheme will be reviewed in the summer term 2015.
- 3.3.3 Viv Evans, Assistant Principal will be responsible for initiating the review of this scheme.

## The disability equality duty and the governing body

Questions the governing body may want to ask itself as the 'responsible body' for the school:

| <i>Duties to disabled pupils, staff and parents</i>  | Yes | No | Evidence |
|--|-----|----|----------|
| Does the GB receive regular reports on how the school is meeting its duties to: <ul style="list-style-type: none"> <li>disabled pupils<sup>1</sup>?</li> <li>disabled staff?</li> <li>disabled parents, carers, governors, other disabled people who use the school or may want to?</li> </ul>   |     |    |          |
| <b>Disability equality duty: General duty</b>  |     |    |          |
| Does the GB have regard to the need to: <ul style="list-style-type: none"> <li>promote equality of opportunity for disabled people?</li> <li>eliminate disability discrimination?</li> <li>eliminate disability-related harassment?</li> <li>promote positive attitudes towards disabled people?</li> <li>encourage participation by disabled people in public life?</li> <li>take steps to meet disabled people's needs, even if this requires more favourable treatment?</li> </ul>  |     |    |          |
| <b>Disability equality duty: Specific duty</b>   |     |    |          |
| Does the school have a disability equality scheme?   |     |    |          |
| Did the school involve disabled people (pupils, staff, parents) in the development of the scheme?  |     |    |          |
| Does the school's scheme show : <ul style="list-style-type: none"> <li>how disabled people have been involved?</li> <li>how information is gathered on the effect of the school's policies on: <ul style="list-style-type: none"> <li>recruitment, retention of disabled staff?</li> <li>opportunities for, achievements of disabled pupils?</li> </ul> </li> <li>how the school assesses the impact of its policies, current or proposed, on disability equality?</li> <li>the steps it is going to take to meet the general duty (the school's action plan)?</li> <li>how information will be used to support the review of the action plan and to inform subsequent schemes?</li> </ul> |     |    |          |
| Did the school implement the actions in its scheme within three years?   |     |    |          |
| Does the GB: <ul style="list-style-type: none"> <li>report on its scheme annually?</li> <li>review and revise its scheme every three years?</li> </ul>   |     |    |          |