



## Testwood Sports College

### Single Equalities Scheme – vision & values statement

Key responsibility area : IA  
Last review : November 2013  
Next review : November 2015

***Introduction: At Testwood we are committed to promoting equality of opportunity for every member of our community, regardless of their religion, ethnicity, age, sexual orientation, gender or disability.***

This vision & values statement reflects both national statutory requirements and expectations as outlined in the Hampshire guidance for implementing a single equalities scheme. (SES) It provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes through a holistic and proactive strategy.

We value all members of our College community and see them all as individuals and value them as such. Whilst we will not seek to identify individuals as members of sub groups we will monitor their progress as such to ensure their equality of opportunity.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years. (Governor views sought on the priorities for the plan)

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

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#### ***Purpose***

This SES is an overview of the requirements of the legislation for race, disability and gender equality, including the duty to promote community cohesion for all those involved in the school. It also identifies duties within age, sexual orientation, religion and belief legislation.

Every aspect of school life is covered by the above equality duties, including for example:

#### ***For learners:***

- admissions and attendance
- teaching and learning, timetabling, homework, trips, visits, sports, breaks and lunchtimes, exams, clubs and extra-curricular activities, and curriculum development, planning and delivery
- behaviour, discipline and sanctions, exclusions (permanent and fixed term)
- safe-guarding and well-being
- progress and attainment

#### ***For staff***

- recruitment, selection, conditions of employment
- career progress, appraisal, CPD activities

- disciplinary, grievance, dismissal

The duties also apply to those using the services of the school, for example parents, and the wider community

### ***Roles and responsibilities***

The governing body carries the ultimate responsibility for implementing equality legislation and will:

- monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- receive and discuss regular equality reports on progress and performance
- monitor achievement of equality targets
- check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief
- Committees of the governing body will be responsible for setting and monitoring targets from the action plan. For example, results, progress and student uptake of subjects will fall to P&C, Staffing issues – recruitment, age and gender will fall to Staffing and personnel, Student participation will be covered by PCW. All committees will challenge the fairness of existing and accepted practices.

#### ***The head teacher will:***

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the Scheme and Action plan
- provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

#### ***The senior leadership team will:***

- drive forward implementation of the Scheme and Action Plan
- support staff to carry out their role in implementing this Scheme
- provide effective leadership on equality, inclusion and community cohesion
- ensure the Scheme is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

#### ***All staff will:***

- recognise that they have a role and responsibility in their day-to-day work to
  - promote equality, inclusion and good community relations

- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above roles and responsibilities

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### ***Policy into Practice***

A member of the Leadership team is designated to lead on the development of the SES. The procedure for development of the SES is also aimed at raising awareness of its content and aims. The SES will be brought to the attention of staff, parents, students and governors.

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### ***Expected outcomes***

As an outcome of developing a single equalities scheme the school will give consideration to the following guiding principles: (For more detailed descriptors of each principle see the [DCSF Equality Impact Assessments - a workbook](#): pages 6 to 8)

***Principle 1: All learners are of equal value and should benefit from equality practice promoted within the school***

***Principle 2: Relevant differences should be given appropriate consideration***

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to accommodate and take account of differences of need, life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, in relation to disability, ethnicity and gender, so that the different needs and experiences of individuals including children in care and children in the role of carer are met.

***Principle 3: Positive attitudes and relationships should be fostered, to promote a shared sense of belonging and cohesion including:***

- positive attitudes towards disabled people
- positive interaction, mutual respect and good relations between groups and communities different from each other

***Principle 4: Staff recruitment and development***

Policies and programmes should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

***Principle 5: Unequal outcomes and barriers should be addressed and reduced***

In addition to avoiding or minimising possible negative impacts the school should take opportunities to maximise positive impacts by addressing, reducing and removing unequal outcomes and barriers that already exist

***Principle 6: Policy development should be evidence-based and should involve widespread consultation and involvement***

People affected by the SES should be consulted and involved in the design of new policies,

and in the review of existing ones. Such consultation should be both direct and through representative organisations; should be based on principles of transparency and accountability; and should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers.

**Principle 7: *Society as a whole should benefit***

Policies and programmes should contribute to community cohesion, and developing a greater participation in public life. Testwood will seek to develop cohesion with in its own, its local, national and the international community. A strong emphasis will be given to tolerance, acceptance of others, people fitting in and an awareness of the different communities to which we belong.

**Principle 8: *Principles in themselves are not enough***

In the light of the principles stated above, there should be statements of practical priorities and plans of specific action, in order to promote:

- disability equality
- ethnicity equality
- gender equality

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***Evaluating the scheme***

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will review annually, our progress and performance, the outcomes of which will be shared with Governors. We will inform staff, learners and parents of our progress.

We will formally review, evaluate and revise this Single Equality Scheme and an associated Equality Action Plan every three years, to set new priorities and identify new actions. This review process will involve staff, learners, parents and governors who reflect the full diversity of the school community.

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Agreed by the FGB: 30<sup>th</sup> November 2011

Review date: November 2013

Signature of Chairman of Governors:

Date:

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