

Angus Council

Education Department

**SINGLE
EQUALITY
POLICY**



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ANGUS COUNCIL – EDUCATION DEPARTMENT

SINGLE EQUALITY POLICY

1 POLICY STATEMENT

Angus Council Education Department is firmly committed to ensuring equality of opportunity for all children, young people, communities and staff. This policy is intended to ensure that all children, young people, communities and staff are supported to realise their full potential. In so doing the Single Equality Policy makes a significant contribution to the Education Department's continued efforts, in partnership with others, to 'get it right for every child' and realise a number of Angus vision statements including:

- The Angus vision for children and young people (ref – Angus Integrated Children's Services Plan 2005 – 2008)
- Our Vision For Angus (ref - Angus Community Plan 2007 – 2012)
- Lifelong Learning in Angus – A Strategic Statement

2 POLICY CONTEXT

Equality of opportunity lies at the centre of the Scottish Government's purpose: "to focus the Government and public services on creating a successful country, with opportunities for all Scotland to flourish, through increasing sustainable economic growth."

The application of this policy and associated equality schemes will contribute to the achievement of a number of national outcomes (NO) including the following:

- NO 4 Our young people are successful learners, confident individuals, effective contributors and responsible citizens;
- NO 7 We have tackled the significant inequalities in Scottish society;
- NO 8 We have improved the life chances for children, young people and families at risk;
- NO 11 We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; and
- NO 13 We take pride in a strong, fair and inclusive national identity.

3 GENESIS OF POLICY

This policy has been developed by an Education Department Equalities Working Group with support from the Education Strategic Support Officer.

4 PURPOSE

The purpose of the Single Equality Policy is to describe the Education Department's arrangements for promoting equality and to provide a coherent approach to tackling and addressing discrimination, harassment and disadvantage wherever it is found. The policy, based directly upon statutory requirements, will enable schools, learning communities and education services, where appropriate, to:

- guide and support arrangements to promote equal opportunities, fairness and justice for all, and eliminate unlawful discrimination and harassment/bullying
- develop appropriate, relevant learning and teaching experiences, and effective working practices in relation to equalities
- ensure compliance with statutory duties introduced by legislation including the following:
 - ➔ Race Relations (Amendment) Act 2000
 - ➔ The Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002
 - ➔ The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005
 - ➔ Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland Order) 2007.

5 UNDERPINNING PRINCIPLES

The following principles underpin this policy:

- a commitment to realising the potential of all children, young people, communities and staff within equal and inclusive learning environments by –
 - putting people at the heart of what we do
 - nurturing an ethos of achievement
 - striving for sustainable improvement
 - working co-operatively
- a commitment to consult and include all stakeholders in relation to the development of education services, promotion of equal opportunities and development/review of all equality schemes
- the involvement of disabled people in the development and review of all Disability Equality Schemes
- the elimination of unlawful discrimination and harassment/bullying (on grounds of race, disability, gender/gender reassignment, faith and age)
- the promotion of equal opportunities, good relations and positive attitudes between people of all ages, faiths, cultures, ethnic groups and sexual orientation
- a commitment to participate, both locally and nationally, in the development of equality resources and events including those that celebrate diversity.

6 COURSE OF ACTION TO BE FOLLOWED

To ensure that all schools, learning communities and education services comply with the general and specific duties introduced by equalities legislation, Angus Council will:

- issue comprehensive guidelines on equality matters
- implement and maintain council – wide monitoring procedures
- provide a range of continuing professional development opportunities for education staff
- require schools, learning communities and education services to regularly review their single equalities policy.

7 ROLES AND RESPONSIBILITIES

Director of Education and Senior Education Managers

The Director of Education and the 3 Senior Education Managers are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the education department
- recognising, valuing, promoting and celebrating diversity across the education department
- ensuring that schools, learning communities and education services make arrangements to implement this policy and monitor its impact
- supporting schools, learning communities and education services to implement this policy and develop their working practices through the provision of information, guidance and professional development opportunities
- evaluating, assessing and reporting on the impact of the policy and associated schemes
- collating and monitoring equalities data from schools, learning communities and education services and publishing this data as appropriate.

Head Teacher/Principal Officer

The Head Teacher/Principal Officer is responsible for the implementation of this policy by:

- supporting the Education Department in fulfilling its statutory duties and priority actions outlined within this policy and associated equality schemes
- designating one or more senior/promoted members of staff within the school/learning community or education service to undertake specific equality responsibilities

- evaluating the extent to which all policies, schemes and practices promote equality and eliminate discrimination and harassment/bullying across the entire school/learning community or education service as appropriate
- providing data as required by the Education Department including -
 - educational outcomes for male and female learners
 - learners' access to the curriculum e.g. course choices
 - educational outcomes for looked after children and young people
 - the educational opportunities available to pupils with disabilities
 - the achievements of learners with disabilities
 - attendance/exclusion data
 - the educational opportunities available for pupils for whom English is an additional language.

Senior Members of Staff

Designated senior/promoted staff have responsibility for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/learning community or education service
- recognising, valuing, promoting and celebrating diversity across the entire school/learning community or education service as appropriate
- ensuring that the single equality policy is understood, adhered to and promoted across the entire school/learning community or education service as appropriate
- ensuring that the needs of **all** learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and remove barriers from learning
- supporting all members of the school/learning community or education service in fulfilling their equality responsibilities
- liaising, as appropriate, with the relevant Senior Education Manager & centrally based support staff on equality matters
- ensuring that all incidents of alleged discrimination and harassment/bullying are recorded and investigated with appropriate action taken
- providing regular information and guidance and promoting professional development opportunities, in relation to equality, for all staff
- co-ordinating work on equality matters for pupils, staff, parents and the wider school/ learning community or education service as appropriate
- supporting the Head Teacher/Principal Officer in collating data as required by the Education Department.

All Staff

All staff are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the school/learning community or education service
- recognising, valuing, promoting and celebrating diversity across the entire school/learning community or education service as appropriate
- supporting the Head Teacher/Principal Officer in ensuring that the single equality policy is understood, adhered to and promoted across the entire school/learning community or education service as appropriate
- ensuring that the needs of **all** learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access and remove barriers
- working collaboratively with colleagues, partner agencies and parents/carers to meet the needs of **all** learners
- supporting the Head Teacher/Principal Officer and designated senior staff in carrying out their respective equality responsibilities
- dealing with and recording alleged incidents of discrimination and harassment/bullying
- acquiring and maintaining knowledge and understanding of relevant equalities legislation
- participating in equalities related continuing professional development opportunities.

Learners

All learners are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/learning community or education service
- recognising, valuing, promoting and celebrating diversity across the entire school/learning community or education service as appropriate
- reporting all alleged incidents of discrimination and harassment/bullying to any member of the school/learning community staff.

Parent Council

Parent Council members are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the school/learning community or education service
- recognising, valuing, promoting and celebrating diversity across the entire school/learning community or education service as appropriate
- assisting the Head Teacher and staff in promoting, as appropriate, all relevant equalities policies and schemes to learners, parents/carers and the wider community
- acquiring and maintaining knowledge and understanding of relevant equalities legislation.

Parents/Carers

All parents/carers are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/learning community or education service
- recognising, valuing, promoting and celebrating diversity across the entire school/learning community or education service as appropriate
- supporting members of the school/learning community to meet their child's needs by employing approaches at home which encourage access to and remove barriers from learning
- supporting members of the school/learning community, especially their own children, to realise their potential
- supporting the Education Department and its arrangements for promoting equal opportunities and addressing discrimination, harassment and disadvantage wherever it is found
- reporting all matters of inequality and alleged discrimination and harassment/bullying to the attention of the Head Teacher/Principal Officer.

Visitors and Contractors

Parent helpers, contractors and other visitors to school/learning communities and education services are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/learning community or education service
- observing guidance provided by the school/learning community or education service.

8 QUALITY IMPROVEMENT/EVALUATION ARRANGEMENTS

A significant number of quality indicators are available to support education staff in the process of self evaluation in relation to equality matters. An outline of relevant quality indicators, themes and support resources is available for perusal in Appendix 1.

9 REVIEW

This policy will be reviewed in January 2013 or earlier if required due to the introduction of new equalities legislation.

10 REFERENCE TO OTHER ANGUS COUNCIL POLICIES & PUBLICATIONS

This Single Equality Policy articulates to a number of other Angus Policies/publications including the following:

Education Department

Race Equality Policy (2002)

Disability Equality Scheme (2006)

Gender Equality Scheme (2007)

Anti- Bullying Policy Statement (1999)

Towards A Shared Vision (2000)

Developing A Framework For Effective Learning and Teaching in S1/2 in Angus Secondary Schools (2000)

Rights & Responsibilities of Pupils and Parents (2001)

Rights and Responsibilities of Staff (2002)

Positive Behaviour Management Guidelines for Schools (2002)

Sex and Relationship Education (2002)

Citizens of a Multi-lingual World (2003)

Physical Activity – Policy and Guidelines (2004)

Customer Care Guidelines For Schools (2005)

Children Educated At Home (2005)

Enterprise in Education Policy (2005)

Gaelic Medium Education & Activities

Parental Involvement and Consultation (2005)

Pupil Consultation Policy (2005)

Effective Learning and Teaching in Angus (2006)

Support for Learners Policy, revised October 2006

Religious Observance – Policy and Guidelines (2006)

Child Protection Guidelines and procedures (2007)

Devolved School Management, Angus Council Scheme (2007)

Quality Improvement Policy Guidelines (Revised 2008)

How Good Is Our Angus School (2008)

Education Service Plan 2008 – 2009 (2008)

Angus Council

Equal Opportunities Policy (2001)

Race Equality Scheme 2005 – 2008 (2005)

Racist Incidents Multi-Agency Panel (RIMAP) Policy Statement & Working Practices (2005)

Racist Incidents Multi-Agency Panel (RIMAP) Annual Report 2005-2006 (2006)

RIMAP Action Plan 2006 – 2007 (2006)

Disability Equality Scheme (2007)

Gender Equality Scheme (2007)

Disability Equality Scheme – Annual Progress Report 2007 - 2008 (2008)

Gender Equality Scheme First annual Report 2007 – 2010 (2008)

For The Children of Angus (An Integrated Children's Services Plan 2005 – 2008 (2005)

Lifelong Learning in Angus Council

Consultation/Involvement Strategy (2001)

Community Planning Partnership

Angus Community Planning Partnership – Communications Strategy (2004)

Angus Community Plan (2007 – 2012)

Single Outcome Agreement for Angus (2008)

SELF EVALUATION AND QUALITY IMPROVEMENT RESOURCES

QUALITY INDICATORS AND THEMES

A guide to evaluating services for children and young people using quality indicators

Quality Indicator 1.2 – Adherence to statutory principles and fulfilment of statutory duties

Theme

- Compliance with legislation, and responsiveness to guidance and codes of practice

In addition to the specific quality indicators and themes outlined below, all of the following frameworks include, within key area 1 (Key Performance Outcomes), an indicator with a specific requirement in relation to the fulfilment of statutory duties (QI 1.2).

QMIE 2

Quality Indicator 5.2 - Inclusion, equality

Theme:

- Inclusion, equality and fairness

How good is our school 3?

Quality Indicator 5.6 - Equality and Fairness

Themes:

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

HOW GOOD IS OUR ANGUS SCHOOL (A practical guide to school self-evaluation)

Quality Indicator 5.6 - Equality and Fairness

Themes:

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

How good is our community learning and development 2?

Quality Indicator 5.9 Inclusion, Equality and Fairness

Themes:

- inclusion of excluded communities, groups and individuals
- addressing barriers to participation
- access to specialist services to meet specific needs
- promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity
- compliance with equalities legislation

SUPPORT RESOURCES

Gender equality – a tool kit for education staff

This resource is structured around quality indicators in “How good is our school?” (2007) and is designed to help schools audit aspects of their practice against equalities and inclusion.

Race equality audit for schools

This is another self audit tool produced for schools in relation to race equality issues.

Inclusion and equality part 2 (HMle)

A resource supporting the evaluation of education for pupils with additional support needs in mainstream schools

Inclusion and equality part 3 (HMle)

A resource promoting good practice in race equality

Inclusion and equality part 4 (HMle)

A resource supporting the evaluation of educational provision for bilingual learners

A closer look at inclusion and equality in particular the needs of gypsy travellers (HMle)

Evaluating education and care placements for children and young people in care (HMle)

USEFUL WEB SITES

www.equalityhumanrights.com

www.ltscotland.org.uk/inclusionandequality

www.scotland.gov.uk/Topics/People/Equality

www.sqa.org.uk/sqa/25340.html

www.standards.dfes.gov.uk/research/themes/gender

www.universities-scotland.ac.uk/raceequalitytoolkit

www.education.ed.ac.uk/ceres

www.sdef.org.uk

BRINGING EQUALITY TO SCOTLAND, THE THREE PUBLIC SECTOR DUTIES

	Race Relations (Amendment) Act (2001)	Disability (December, 2006)	Gender (April, 2007)
General Duties	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful racial discrimination 2. Promote equality of opportunity 	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1.a. Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 1.b. Eliminate harassment of disabled persons that is related to their disabilities 2. Promote equality of opportunity between disabled persons and other persons 3. Take steps to take account of disabled persons' disabilities, even where that means treating disabled persons more favourably than others 4. Promote positive attitudes towards disabled persons 5. Encourage participation by disabled people in public life 	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination and harassment 2. Promote equality of opportunity between men & women
Specific Duties:			
Public Authorities	<p>Listed public authorities must publish a Race Equality Scheme setting out functions and policies that are relevant to the general duty on race and arrangements for:</p> <ol style="list-style-type: none"> 1. Assessing and consulting on the likely impact of proposed policies on the promotion of race equality 2. Monitoring policies for any adverse impact on the promotion of race equality 3. Publishing the results of such assessment, consultation and monitoring 4. Ensuring public access to information and services which it provides 5. Training staff in connection with the duties imposed by the Race Equality Duty. 	<p>A listed public authority must involve disabled people in the development of a Disability Equality Scheme, which demonstrates how it intends to fulfil its general and specific duties and which includes a statement of:</p> <ol style="list-style-type: none"> 1. The methods for impact assessment 2. The arrangements for gathering information in relation to employment and, where appropriate, its delivery of education and its functions 3. The arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent DES 4. Steps which the authority will take towards fulfilling its general duty (the Action Plan) 5. The way in which disabled people have been involved 	<p>A listed public authority must prepare and publish a Gender Equality Scheme</p> <p>The scheme must set out the overall objectives the public body has set to allow it to meet its general duty. The public body must consider the need to have an objective to address the causes of an unequal pay for men and women staff related to their sex.</p> <p>The scheme must also set out the actions it has taken or intends to take to:</p> <ol style="list-style-type: none"> 1. Assess the impact of its policies and practices on men and women, and use the results to inform its work 2. Gather information on the effect of its policies and practices on men and women, in particular the extent to which they promote equality between male and female staff, and the extent to which the services it provides and the functions it performs take account of the needs to men and women. 3. Make use of the information it has gathered to meet and review the effectiveness of its scheme and the actions taken. 4. Achieve the objectives it has set 5. Consult employees, service users, trade unions and others
Scottish Ministers		<p>From December 2008, Scottish Ministers will have to publish reports every 3 years that:</p> <ul style="list-style-type: none"> • Give an overview of the progress made by public authorities in relation to disability equality • Set out proposals for co-ordination of action by public authorities so as to bring about further progress on disability equality 	<p>Scottish Ministers must publish reports every three years; in addition to the Scottish Executive's equality scheme and equal pay statement. These reports will set out the priority areas which Ministers have identified for advancement of equal opportunities across public sector, and provide a summary of progress made in these priority areas by the public sector.</p>

BRINGING EQUALITY TO SCOTLAND, THE THREE PUBLIC SECTOR DUTIES

	Race Relations (Amendment) Act (2001)	Disability (December, 2006)	Gender (April, 2007)
Specific Duties:			
Employers are required to:	Employers are required to monitor by reference to racial group staff in post and applicants for employment, training and promotion. Where the employer employs 150 or more full-time staff it must also monitor the numbers who receive training, benefit or suffer detriment from performance assessment reviews, are involved in grievance procedures, are the subject of disciplinary procedures or cease employment.	<i>Onus on public bodies to set their own priorities to achieve change.</i>	<i>Onus on public bodies to set their own priorities to achieve change.</i>
Education Authorities must:	<p>Listed educational authorities must prepare a race equality policy, and have and fulfil arrangements to:</p> <ul style="list-style-type: none"> • Assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of pupils • Monitor the impact of the operation of such policies on such pupils, staff and parents, including, in particular, their impact on attainment levels of pupils • Take steps to publish annually the results of its monitoring <p>Where the race equality policy is prepared by an education authority, that authority should ensure that each school under its management complies with the arrangements in the race equality policy.</p>	<i>Onus on public bodies to set their own priorities to achieve change.</i>	<i>Onus on public bodies to set their own priorities to achieve change.</i>
Reporting and Review/Activity		<p>Within 3 years of the Scheme being published, take the steps set out in its action plan and put into effect the arrangements for gathering and making use of information.</p> <p>Publish an annual report containing a summary of the steps taken under the action, the results of its information gathering and the use to which it has put the information.</p>	<p>The public authority must put the scheme, and the actions identified, into effect within three years. It must report annually on the actions it has taken.</p> <p>It must review the scheme and publish a revised scheme within three years.</p> <p>Listed public bodies with at least 150 full time equivalent staff must publish an equal pay policy statement, and report on this every three years.</p>



Guidance

EQUALITY SCREENING/IMPACT ASSESSMENT

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Fax 01307 476140**

INTRODUCTION

All of the council's policies will need to be considered for an equality impact assessment, however, we recognise that this is a process and will take time to deliver. Departments will therefore need to prioritise which policies and procedures should take precedence for equality impact assessments. Departments may wish to take an approach which firstly considers their key policy and procedural areas before considering new and emerging policies and procedures. Remaining policies and procedures can then be considered for impact assessment following this, although there may be a natural point for an equality impact assessment prior to the completion of all key or new and emerging policies and procedures.

Equality Impact Assessments are designed to be a challenging process, but they are not intended to be over complicated or about 'getting it right'. It is not an exact science and a common sense approach should be taken when completing them. However, Policy Impact Assessments should be completed with sufficient rigour that the information they contain is adequate to comply with current equalities legislation.

Equality Screening

What is the aim of the Policy, Procedure or report

The aims and objectives of each policy, procedure or report requiring an Equality Impact Assessment should be clearly stated.

The Screening Process

Has the policy, procedure or report already been assessed for its impact on people from different racial backgrounds, people of different genders and people with disabilities?

If it has then the policy, procedure or report will not require to be fully impact assessed unless there have been significant changes made.

Does the policy, procedure or report involve or have consequences for the people the council serves or employs?

At the end of most policies, there are people. If your policy, procedure or report affects people you will need to consider undertaking an equality impact assessment. People are not the same and policies and procedures should reflect the fact that different people have different needs.

Full Impact Assessment

Step 1

Are there any statutory legal requirements affecting this policy, procedure or report?

There may be occasions where a legislative framework exists that takes precedence over the Council's policies and procedures. It is important to note these as they may have a bearing on the content of our policies and procedures.

E.g. Environmental Health policies and procedures have to comply with the Food Law Code of Practice. This Code of Practice places a legal obligation on all local authorities that statutory notices must be served in English. Whilst this may cause difficulties for people with limited English it must nevertheless be adhered to.

Step 2

What data/research is available to assess the likely impact of the policy, procedure or report?

Collect and analyse existing quantitative and qualitative data. Use research or information gathered by the Council, government and other bodies such as voluntary, community and trade union organisations to help your analysis.

Review existing methods of gathering information including customer satisfaction surveys and identify how issues affecting excluded groups can be analysed and feedback monitored. Make changes to existing consultation and monitoring to enhance opportunity to record the impact on equality and diversity issues and excluded groups.

Gaps and inadequacies in data should be documented and new data commissioned if necessary. When considering new forms of data collection, consideration should be given to terms of the Data Protection Act. Contact should also be made with other departments and partners to consider the possibility of collaborative research.

Step 3 – 6

Is there any reason to believe the policy, procedure or report could affect people differently due to their race, disability or gender? If so how?

Is there evidence to suggest that any part of the procedure, policy or report could unlawfully discriminate against people? If so, how?

Can the policy, procedure or report be seen to favour one section of the community or deny opportunities to another?

Does the policy, procedure or report advance or restrict equality?

The people who will be affected by your policy, procedure or report are not a homogeneous group. They will have different needs and experiences and therefore could be affected differently. Your data/research should be able to give you the evidence you need to complete step 3-6.

Points to remember

- Evidence may indicate that there **may or may not** be an equality impact associated with a policy, procedure or report.
- The **absence of evidence** does not necessarily mean that there is **no impact on equality**.
- **Arrangements should be made to obtain the relevant information** to help in the process of deciding whether or not a policy, procedure or report has a differential adverse (or positive) impact.
- That an issue may only impact on small numbers of people from different equality groups **does not** mean that there is **not** an issue or problem.

Step 7

Are there any other actions which could have been taken to enhance equality of opportunity?

Whilst the main purpose of this Equality Impact Assessment is to identify and mitigate any potential adverse impact, it also offers the opportunity to consider how your work can better promote equality of opportunity and good relations between men and women, people of different racial groups and disabled people and other people.

The promotion of equality of opportunity entails more than the elimination of discrimination – it requires proactive measures to be taken. Policies, procedures and reports that specifically target disadvantaged groups may be an appropriate response to ensuring equalities of opportunity and/or outcomes – **remember, equality is not about treating everybody the same.**

Step 8

Based on the work you have done rate the level of relevance being allocated to this policy, procedure or report.

You should now have enough information to decide whether or not there is an impact for any of the equality groups and whether the level of impact is in proportion to the policy, procedure or report.

A high impact is not necessarily negative. For some policies, procedures and reports a high impact is entirely appropriate as that is the intended effect. It should however be remembered that if a policy, procedure or report impacts only on a small number of people from a particular equality group, this does **not** equate automatically to a low impact. It might be that a policy, procedure or report has a highly disproportionate negative impact on people from a particular equality group, who are numerically small in number compared to the wider population. This does not mean that the impact is low.

High

- There is substantial evidence that people from different groups or communities are (or could be) differently affected by the policy, procedure or report (positively or negatively)

- There is substantial public concern about the policy, procedure or report, or concerns have been raised about the policies, procedures or reports potential impact by relevant bodies.

Medium

- There is some evidence that people from different groups or communities are (or could be) differently affected by the policy, procedure or report (positively or negatively)
- There is some public concern about the policy, procedure or report.

Low

- There is little or no evidence that some people from different groups or communities are (or could be) differently affected by the policy, procedure or report (positively or negatively)
- There is little or no evidence of public concern about the policy, procedure or report.

Unknown

There is not enough evidence or data collected therefore an assessment cannot be made.

Step 9

If during Steps 3- 6 there has been an adverse impact identified consider whether this can be justified

If there is an adverse impact on equality groups then consideration should be given to alternatives.

- (i) If a policy, procedure or report is unlawful, it must be changed.
- (ii) Can another way be found to meet the policy objectives?
- (iii) If the assessment reveals distinct needs of a particular group – can these be met within the policy or separately?
- (iv) Can the adverse impact be justified by its overall aims?
- (v) Care should be taken to ensure that changing a policy, procedure or report would not result in an adverse impact on another group.
- (vi) Any changes to existing policies or procedures should be documented in departmental service plans.

Step 10

Do you need to carry out a further impact assessment?

If you believe that the impact assessment process you have undertaken has not given you the required depth of analysis to make an informed assessment of if you do not think that you have sufficient information to make an informed assessment of the impact of your policy, procedure or report and different equality groups then you may need to consider

further, more detailed work. For example undertaking this impact assessment process may have highlighted the fact that no information exists for one or more equality groups, or feedback and evidence might reveal that there are some issues for which little or no information exists.

Further action could include:-

- Collected further data, commissioning research and analysis
- Considering alternative ways to collect information
- Consulting further with people affected by the policy, procedure or report

Step 11

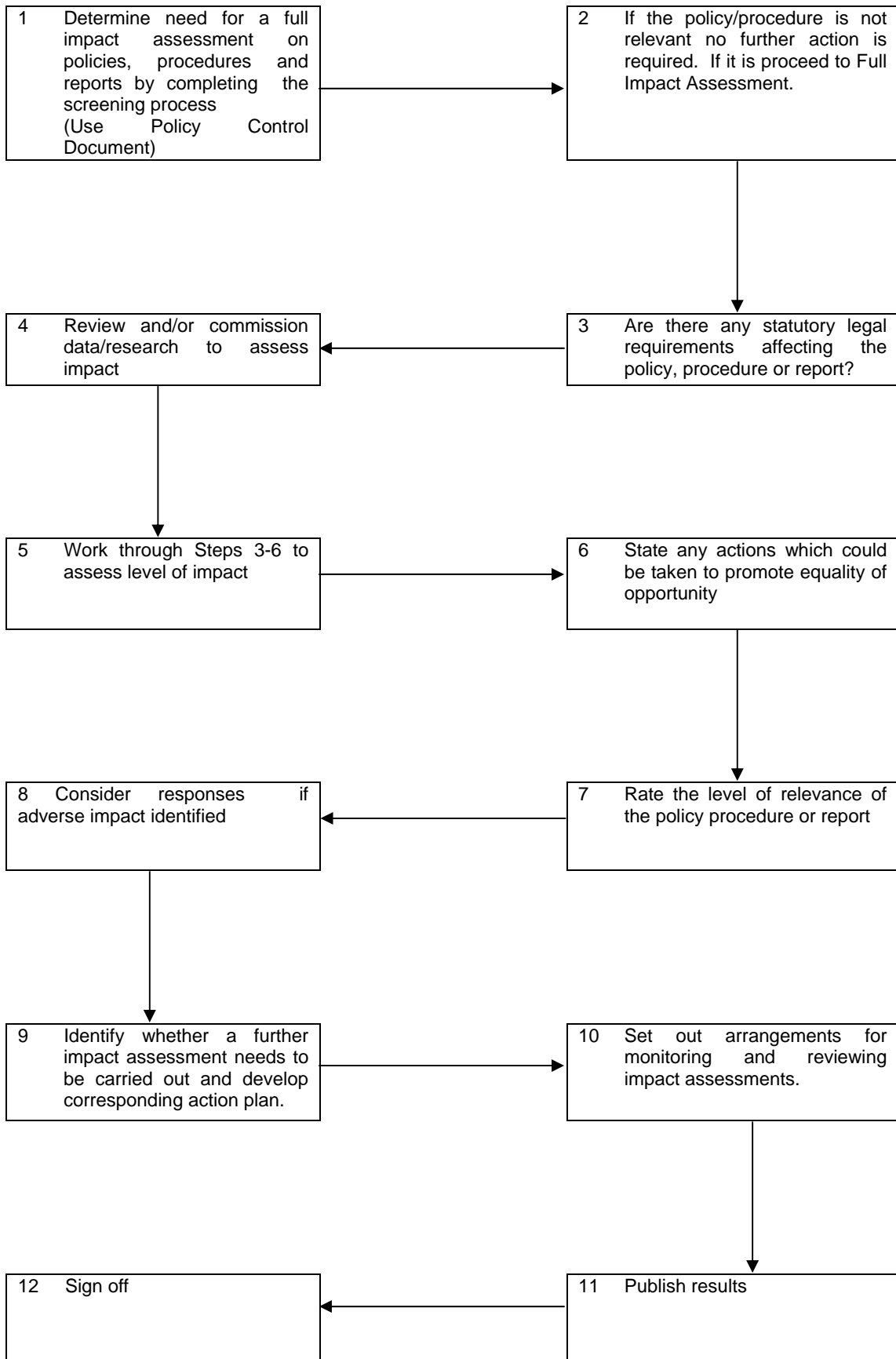
Monitor and Review

The Equality Impact Assessment is not an end in itself but is part of a continuous monitoring and review process. Departments must set up and maintain systems to monitor and ensure that any amendments and recommendations are achieved.

Step 12

Publish results of the impact assessment

Please state how the results of the impact assessment will be published.



EQUALITY SCREENING

Policy Control Document

Name of Policy, Procedure or Report _____

Lead Department/Service _____

What is the aim of the policy, procedure or report?

Is this a new or a review of an existing policy, procedure or report?

Screening Process

Has the policy, procedure or report already been assessed for its impact on people from different racial backgrounds, people of different genders and people with disabilities.

Yes No

If Yes, unless there have been significant changes, no further action is required. Please sign and date immediately below and retain for reference.

If No, does the policy, procedure or report involve or have consequences for the people the council serves or employs?

Yes No

If yes, proceed to Step 1 of the Full Impact Assessment on page 2.

If no, please state why not

If no, The policy, procedure or report is not relevant and no further action is required.

Please sign and date immediately and keep for reference

Name: _____

Signature: _____

Date: _____

FULL IMPACT ASSESSMENT

Step 1

Are there any statutory legal requirements affecting this policy, procedure or report? If so please describe.

Step 2

What data/research is available to assess the likely impact of the policy, procedure or report.

Step 3

Is there any reason to believe the policy, procedure or report could affect people differently due to their race or disability or gender? If so how?

Step 4

Is there evidence to suggest that any part of the policy, procedure or report could unlawfully discriminate against people? If so, how?

Step 5

Can the policy, procedure or report be seen to favour one section of the community

Yes No

or deny opportunities to another?

Yes No

If yes, please give details.

Step 6

Does the policy, procedure or report advance equality?

Yes No

Or restrict equality?

Yes No

If yes, give details

By raising awareness and developing understanding.

Step 7

Are there any other actions which could have been taken to enhance equality of opportunity?

If so please state

Step 8

Based on the work you have done, rate the level of relevance being allocated to this policy, procedure or report.

High Medium Low Unknown

Step 9

If during **Steps 3 - 6** there has been an adverse impact identified, consider if any adverse impact can be justified.

Yes No

If yes please give details.

If no, consider alternative ways of delivering the policy, procedure or report to minimise negative impact or eliminate unlawful discrimination. Give details of the changes to be made to the policy, procedure or report.

Step 10

Do you need to carry out a further impact assessment?

Yes No

If yes, what actions do you need to take

Step 11

Make arrangements to monitor and review the impact assessment.

- i) Who will be responsible for monitoring?

 - ii) How will it be monitored and analysed?

 - iii) How often will the policy, procedure or report be reviewed and by whom?

Step 12

Publish results of the Impact Assessment.

How will the results be recorded and reported?

Completion of impact assessment:

Please sign and date immediately and forward to your designated Policy Impact Assessment Co-ordinator.

Name: _____
Signature: _____
Date: _____

For additional information and advice please contact:

The Equalities Team: - Tel: 01307 476058 or E-mail: Equalities@angus.gov.uk

EXEMPLAR SINGLE EQUALITY POLICY

<Insert school logo>

<Insert School /Learning
Community/Service name>

**SINGLE EQUALITY
POLICY**



POLICY STATEMENT

Enter name of school/learning community/education service is firmly committed to ensuring equality of opportunity for all children, young people, communities and staff. This policy is intended to ensure that all **amend the following where appropriate** children, young people, communities and staff are supported to realise their full potential. In so doing the implementation of this policy makes a significant contribution to supporting the Education Department in fulfilling its statutory duties and associated actions outlined within the department's Single Equality Policy and associated equality schemes.

POLICY CONTEXT

Equality of opportunity lies at the centre of the Scottish Government's purpose: *"to focus the Government and public services on creating a successful country, with opportunities for all Scotland to flourish, through increasing sustainable economic growth."*

The application of this policy will contribute to the realisation of a number of national outcomes, as outlined within the Education Department's Single Equality Policy and the following **enter as appropriate e.g. school** aims:

- **list relevant school/learning community/service aims as appropriate**
-
-
-

GENESIS OF POLICY

This policy has been developed by **enter details as appropriate (see appendix 2)**

PURPOSE

The purpose of this Single Equality Policy is to describe the **enter details as appropriate e.g. school's** arrangements for promoting equality and to provide a coherent approach to tackling and addressing discrimination, harassment and disadvantage wherever it is found. The policy, based directly upon the department's Single Equality Policy, and statutory requirements, will enable the **school/other as appropriate**, in partnership with others, to:

- guide and support arrangements to promote equal opportunities, fairness and justice for all, and eliminate unlawful discrimination and harassment/bullying
- develop appropriate, relevant learning and teaching experiences, and effective working practices in relation to equalities
- ensure compliance with statutory duties introduced by legislation including the following:
 - ➔ Race Relations (Amendment) Act 2000
 - ➔ The Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002
 - ➔ The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005
 - ➔ Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland Order) 2007

UNDERPINNING PRINCIPLES

The following principles underpin this policy **amend as appropriate**:

- a commitment to realising the potential of all children, young people, communities and staff within equal and inclusive learning environments by –
 - putting people at the heart of what we do
 - nurturing an ethos of achievement
 - striving for sustainable improvement
 - working co-operatively
- a commitment to consult and include all stakeholders in relation to the development of education services, promotion of equal opportunities and development/review of all equality schemes
- the involvement of disabled people in the development and review of all Disability Equality Schemes
- the elimination of unlawful discrimination and harassment/bullying (on grounds of race, disability, gender/gender reassignment, faith and age)
- the promotion of equal opportunities, good relations and positive attitudes between people of all ages, faiths, cultures, ethnic groups and sexual orientation
- a commitment to participate, both locally and nationally, in the development of equality resources and events including those that celebrate diversity.

ROLES AND RESPONSIBILITIES

Head Teacher/Principal Officer/Other (amend as appropriate)

The **enter details e.g. Head Teacher** is responsible for the implementation of this policy by:

- supporting the Education Department in fulfilling its statutory duties and priority actions outlined within the department's Single Equality Policy and associated equality schemes
- designating one or more senior/promoted members of staff within the **enter details as appropriate e.g. school** to undertake specific equality responsibilities
- evaluating the extent to which all **enter details e.g. school** policies, schemes and practices promote equality and eliminate discrimination, and harassment/bullying across the entire **enter details e.g. school community** as appropriate
- providing data as required by the Education Department including **amend as appropriate** -
 - educational outcomes for male and female learners
 - learners' access to the curriculum e.g. course choices
 - educational outcomes for looked after children and young people
 - the educational opportunities available to pupils with disabilities

- the achievements of learners with disabilities
- attendance/exclusion data
- the educational opportunities available for pupils for whom English is an additional language.

Senior Members of Staff

Designated senior/promoted staff have responsibility for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- recognising, valuing, promoting and celebrating diversity across the entire **enter details e.g. school community** as appropriate
- ensuring the single equality policy is understood, adhered to and promoted across the entire **enter details e.g. school community** as appropriate
- ensuring that the needs of **all** learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and remove barriers from learning
- supporting all members of the (**enter details e.g. school community**) in fulfilling their equality responsibilities
- liaising, as appropriate, with the relevant education department senior manager and central support staff on equality matters
- ensuring that all incidents of alleged discrimination and harassment/bullying are recorded and investigated with appropriate action taken
- providing regular information and guidance and promoting professional development opportunities, in relation to equality, for all staff
- coordinating work on equality matters for pupils, staff, parents and the wider **enter details e.g. school community** as appropriate
- supporting the **enter details e.g. Head Teacher** in collating data as required by the Education Department.

All Staff

All staff are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- recognising, valuing, promoting and celebrating diversity across the entire **enter details e.g. school community**

- supporting the **enter details e.g. Head Teacher** in ensuring that the single equality policy is understood, adhered to and promoted across the entire school/learning community or education service as appropriate
- ensuring that the needs of **all** learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access and remove barriers
- working collaboratively with colleagues, partner agencies and parents/carers to meet the needs of **all** learners
- supporting the **enter details e.g. Head Teacher** and designated senior staff in carrying out their respective equality responsibilities
- dealing with and recording alleged incidents of discrimination and harassment/ bullying
- acquiring and maintaining knowledge and understanding of relevant equalities legislation
- participating in equalities related continuing professional development opportunities.

Learners (services out with schools/learning communities may wish to omit this section)

All learners are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- recognising, valuing, promoting and celebrating diversity across the entire **enter details e.g. school community**
- reporting all alleged incidents of discrimination and harassment/bullying to any member of the **enter details e.g. school** staff.

Parent Council (services out with schools/learning communities may wish to omit this section)

Parent Council members are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- recognising, valuing, promoting and celebrating diversity across the entire **enter details e.g. school community**
- assisting the **enter details e.g. Head Teacher** and staff in promoting, as appropriate, all relevant equalities policies and schemes to learners, parents/carers and the wider community
- acquiring and maintaining knowledge and understanding of relevant equalities legislation.

Parents/Carers

All parents/carers are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- recognising, valuing, promoting and celebrating diversity across the entire **enter details e.g. school community**
- supporting members of the **enter details e.g. school community** to meet their child's needs by employing approaches at home which encourage access to and remove barriers from learning
- supporting members of the **enter details e.g. school community**, especially their own children, to realise their potential
- supporting the Education Department and its arrangements for promoting equal opportunities and addressing discrimination, harassment and disadvantage wherever it is found
- reporting all matters of inequality and alleged discrimination and harassment/bullying to the attention of the **enter details e.g. Head Teacher**

Visitors and Contractors

Parent helpers, contractors and other visitors to the (**enter details e.g. school**) are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the **enter details e.g. school community**
- observing guidance provided by the **enter details e.g. school**

QUALITY IMPROVEMENT/EVALUATION ARRANGMENTS

A significant number of quality indicators are available to support education staff in the process of self evaluation in relation to equality matters. An outline of relevant quality indicators, themes and support resources is available for perusal in **enter details e.g. Appendix 3**.

REVIEW

This policy will be reviewed in **enter date three years from publication** or earlier if required due to the introduction of new equalities legislation or changes to the Education Department's Single Equality Policy.

REFERENCE TO OTHER ANGUS COUNCIL POLICIES & PUBLICATIONS

This Single Equality Policy articulates to a number of other Angus Policies/publications including the following:

Education Department

Race Equality Policy (2002)
 Disability Equality Scheme (2006)
 Gender Equality Scheme (2007)
 Anti- Bullying Policy Statement (1999)
 Towards A Shared Vision (2000)
 Developing A Framework For Effective Learning and Teaching in S1/2 in Angus Secondary Schools (2000)
 Rights & Responsibilities of Pupils and Parents (2001)
 Rights and Responsibilities of Staff (2002)
 Positive Behaviour Management Guidelines for Schools (2002)
 Sex and Relationship Education (2002)
 Citizens of a Multi-lingual World (2003)
 Physical Activity – Policy and Guidelines (2004)
 Customer Care Guidelines For Schools (2005)
 Children Educated At Home (2005)
 Enterprise in Education Policy (2005)
 Gaelic Medium Education & Activities
 Parental Involvement and Consultation (2005)
 Pupil Consultation Policy (2005)
 Effective Learning and Teaching in Angus (2006)
 Support for Learners Policy, revised October 2006
 Religious Observance – Policy and Guidelines (2006)
 Child Protection Guidelines and procedures (2007)
 Devolved School Management, Angus Council Scheme (2007)
 Quality Improvement Policy Guidelines (Revised 2008)
 How Good Is Our Angus School (2008)
 Education Service Plan 2008 – 2009 (2008)

Angus Council

Equal Opportunities Policy (2001)
 Race Equality Scheme 2005 – 2008 (2005)
 Racist Incidents Multi-Agency Panel (RIMAP) Policy Statement & Working Practices (2005)
 Racist Incidents Multi-Agency Panel (RIMAP) Annual Report 2005-2006 (2006)
 RIMAP Action Plan 2006 – 2007 (2006)
 Disability Equality Scheme (2007)
 Gender Equality Scheme (2007)
 Disability Equality Scheme – Annual Progress Report 2007 - 2008 (2008)
 Gender Equality Scheme First annual Report 2007 – 2010 (2008)

For The Children Of Angus (An Integrated Children's Services Plan 2005 – 2008 (2005)
 Lifelong Learning in Angus Council
 Consultation/Involvement Strategy (2001)

Community Planning Partnership

Angus Community Planning Partnership – Communications Strategy (2004)
 Angus Community Plan (2007 – 2012)
 Single Outcome Agreement for Angus (2008)

SINGLE EQUALITY POLICY WORKING GROUP

This policy has been developed by the following members of the **enter details e.g. school's** Equalities Working Group -

Ann Example 1, Depute Head Teacher

Ann Example 2, Designated Equalities Officer

Etc

SELF EVALUATION AND QUALITY IMPROVEMENT RESOURCES

QUALITY INDICATORS AND THEMES

A guide to evaluating services for children and young people using quality indicators

Quality Indicator 1.2 – Adherence to statutory principles and fulfilment of statutory duties

Theme

- Compliance with legislation, and responsiveness to guidance and codes of practice

In addition to the specific quality indicators and themes outlined below, all of the following frameworks include, within key area 1 (Key Performance Outcomes), an indicator with a specific requirement in relation to the fulfilment of statutory duties (QI 1.2).

QMIE 2

Quality Indicator 5.2 - Inclusion, equality

Theme:

- Inclusion, equality and fairness

How good is our school 3?

Quality Indicator 5.6 - Equality and Fairness

Themes:

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

HOW GOOD IS OUR ANGUS SCHOOL (A practical guide to school self-evaluation)

Quality Indicator 5.6 - Equality and Fairness

Themes:

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

How good is our community learning and development 2?

Quality Indicator 5.9 Inclusion, Equality and Fairness

Themes:

- inclusion of excluded communities, groups and individuals
- addressing barriers to participation
- access to specialist services to meet specific needs
- promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity
- compliance with equalities legislation

SUPPORT RESOURCES

Gender equality – a tool kit for education staff

This resource is structured around quality indicators in “How good is our school?” (2007) and is designed to help schools audit aspects of their practice against equalities and inclusion.

Race equality audit for schools

This is another self audit tool produced for schools in relation to race equality issues.

Inclusion and equality part 2 (HMIE)

A resource supporting the evaluation of education for pupils with additional support needs in mainstream schools

Inclusion and equality part 3 (HMIE)

A resource promoting good practice in race equality

Inclusion and equality part 4 (HMIE)

A resource supporting the evaluation of educational provision for bilingual learners

A closer look at inclusion and equality in particular the needs of gypsy travellers (HMIE)

Evaluating education and care placements for children and young people in care (HMIE)

USEFUL WEB SITES

www.equalityhumanrights.com

www.ltscotland.org.uk/inclusionandequality

www.scotland.gov.uk/Topics/People/Equality

www.sqa.org.uk/sqa/25340.html

www.standards.dfes.gov.uk/research/themes/gender

www.universities-scotland.ac.uk/raceequalitytoolkit

www.education.ed.ac.uk/ceres

www.sdef.org.uk

BRINGING EQUALITY TO SCOTLAND, THE THREE PUBLIC SECTOR DUTIES

	Race Relations (Amendment) Act (2001)	Disability (December, 2006)	Gender (April, 2007)
General Duties	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful racial discrimination 2. Promote equality of opportunity 	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1.a. Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 1.b. Eliminate harassment of disabled persons that is related to their disabilities 2. Promote equality of opportunity between disabled persons and other persons 3. Take steps to take account of disabled persons' disabilities, even where that means treating disabled persons more favourably than others 4. Promote positive attitudes towards disabled persons 5. Encourage participation by disabled people in public life 	<p>Due regard to the need to:</p> <ol style="list-style-type: none"> 1. Eliminate unlawful discrimination and harassment 2. Promote equality of opportunity between men & women
Specific Duties:			
Public Authorities	<p>Listed public authorities must publish a Race Equality Scheme setting out functions and policies that are relevant to the general duty on race and arrangements for:</p> <ol style="list-style-type: none"> 1. Assessing and consulting on the likely impact of proposed policies on the promotion of race equality 2. Monitoring policies for any adverse impact on the promotion of race equality 3. Publishing the results of such assessment, consultation and monitoring 4. Ensuring public access to information and services which it provides 5. Training staff in connection with the duties imposed by the Race Equality Duty. 	<p>A listed public authority must involve disabled people in the development of a Disability Equality Scheme, which demonstrates how it intends to fulfil its general and specific duties and which includes a statement of:</p> <ol style="list-style-type: none"> 1. The methods for impact assessment 2. The arrangements for gathering information in relation to employment and, where appropriate, its delivery of education and its functions 3. The arrangements for putting the information gathered to use, in particular in reviewing the effectiveness of its action plan and in preparing subsequent DES 4. Steps which the authority will take towards fulfilling its general duty (the Action Plan) 5. The way in which disabled people have been involved 	<p>A listed public authority must prepare and publish a Gender Equality Scheme</p> <p>The scheme must set out the overall objectives the public body has set to allow it to meet its general duty. The public body must consider the need to have an objective to address the causes of an unequal pay for men and women staff related to their sex.</p> <p>The scheme must also set out the actions it has taken or intends to take to:</p> <ol style="list-style-type: none"> 1. Assess the impact of its policies and practices on men and women, and use the results to inform its work 2. Gather information on the effect of its policies and practices on men and women, in particular the extent to which they promote equality between male and female staff, and the extent to which the services it provides and the functions it performs take account of the needs to men and women. 3. Make use of the information it has gathered to meet and review the effectiveness of its scheme and the actions taken. 4. Achieve the objectives it has set 5. Consult employees, service users, trade unions and others
Scottish Ministers		<p>From December 2008, Scottish Ministers will have to publish reports every 3 years that:</p> <ul style="list-style-type: none"> • Give an overview of the progress made by public authorities in relation to disability equality • Set out proposals for co-ordination of action by public authorities so as to bring about further progress on disability equality 	<p>Scottish Ministers must publish reports every three years; in addition to the Scottish Executive's equality scheme and equal pay statement. These reports will set out the priority areas which Ministers have identified for advancement of equal opportunities across public sector, and provide a summary of progress made in these priority areas by the public sector.</p>

BRINGING EQUALITY TO SCOTLAND, THE THREE PUBLIC SECTOR DUTIES

	Race Relations (Amendment) Act (2001)	Disability (December, 2006)	Gender (April, 2007)
Specific Duties:			
Employers are required to:	Employers are required to monitor by reference to racial group staff in post and applicants for employment, training and promotion. Where the employer employs 150 or more full-time staff it must also monitor the numbers who receive training, benefit or suffer detriment from performance assessment reviews, are involved in grievance procedures, are the subject of disciplinary procedures or cease employment.	<i>Onus on public bodies to set their own priorities to achieve change.</i>	<i>Onus on public bodies to set their own priorities to achieve change.</i>
Education Authorities must:	<p>Listed educational authorities must prepare a race equality policy, and have and fulfil arrangements to:</p> <ul style="list-style-type: none"> • Assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of pupils • Monitor the impact of the operation of such policies on such pupils, staff and parents, including, in particular, their impact on attainment levels of pupils • Take steps to publish annually the results of its monitoring <p>Where the race equality policy is prepared by an education authority, that authority should ensure that each school under its management complies with the arrangements in the race equality policy.</p>	<i>Onus on public bodies to set their own priorities to achieve change.</i>	<i>Onus on public bodies to set their own priorities to achieve change.</i>
Reporting and Review/Activity		<p>Within 3 years of the Scheme being published, take the steps set out in its action plan and put into effect the arrangements for gathering and making use of information.</p> <p>Publish an annual report containing a summary of the steps taken under the action, the results of its information gathering and the use to which it has put the information.</p>	<p>The public authority must put the scheme, and the actions identified, into effect within three years. It must report annually on the actions it has taken.</p> <p>It must review the scheme and publish a revised scheme within three years.</p> <p>Listed public bodies with at least 150 full time equivalent staff must publish an equal pay policy statement, and report on this every three years.</p>