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INVERCLYDE COUNCIL
EDUCATION, COMMUNITIES &
ORGANISATIONAL DEVELOPMENT

The Equality Act (2010) General and Specific Duties

What it means for us...





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**What does the Equality Act 2010 mean for us?
Education Authorities are required by the General
Duty of the Equality Act 2010 to:**

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

We describe these as the three aims of the Equality Duty.



The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief
- sex
- sexual orientation

Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority. In addition, Education Authorities are required to publish employment information. This information is now available on the Council's website at **www.inverclyde.gov.uk** under the Equality and Diversity heading.

Our Education Equalities Outcomes encompass all three parts of the General Duty above. They will be achieved by continuing to embed the 'Responsibilities of All' in the principles and practices of the health and wellbeing curriculum leading to effective support for all learners to achieve positive outcomes across learning, and by working together to strive for sustainable improvement in our educational establishments.

Inverclyde Council's Education Specific Equality Outcomes


All children and young people get the support they need in relevant areas through the Staged Intervention and Assessment process

All staff use Equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community

All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture

These are our Performance Indicators

- Increased levels of attainment and achievement across all protected characteristics. Relevant paperwork completed and acted upon
- All pupils can fully access the curriculum with no barriers to their learning
- Equalities outcomes are embedded in the policies, values and practices of all our educational establishments.



To ensure that all schools and early years establishments comply with the legislative General Duty and Specific Duties, Inverclyde Council Education Services will:

- issue comprehensive guidelines/advice notes on equality matters through a series of Equalities Advice Notes giving examples of good practice
- implement and maintain Council-wide monitoring procedures
- provide a range of continuing professional development opportunities for Education staff including an e-learning course on Equalities
- support schools and early years establishments to regularly review their equalities policy and communicate it through school handbooks and school/establishment websites
- promote and publicise the Equality Outcomes and evidence to demonstrate improvements and good practice in schools/educational establishments
- assess the potential impact of our policies, decisions and other relevant activities upon different groups who use our services.

Development of Equality Policy for Education

An Education Specific Equality Policy has been developed by the Equality Champions (Education) Focus Group with support from the Corporate Equalities Group. The purpose of the Education Equality Policy is to describe Education Services' focus in promoting equality and providing a coherent approach to tackling and addressing discrimination, harassment and disadvantage wherever it is found. The policy, based directly upon statutory requirements is also available on the Council's website and will enable schools and educational establishments 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 such as the Equality Act 2010.

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.

Information from educational establishments in Inverclyde

Protected Characteristic	Some features of good practice	Example
Disability	<ul style="list-style-type: none"> ● Disabled access and facilities / equipment ● Inclusive ethos ● Promotion of understanding of disability ● 'Reasonable adjustments' made 	<p>Valuing relationships with Garvel and Communication and language bases. Pupils integrated in mainstream classes Nurture, Rights Based Education Pupil Voice, Big Circle time, Disability training for pupils all promoting equality.</p>
Race	<ul style="list-style-type: none"> ● Culture of respect ● Vetting of resources for stereotypes ● Challenging racist attitudes ● Other cultures valued 	<p>Staff deliver follow-on lessons from Show Racism the Red Card's presentations and workshops, Monthly monitoring of race equality and bullying incidents.</p>
Sex (Gender)	<ul style="list-style-type: none"> ● No glass ceilings eg subject choice ● No barriers in extra curricular ● Confronting sexist attitudes ● Male/ female role models 	<p>Fathers targeted for inclusion in PTA and Parent Council. Tracking of gender attainment eg PIPS and STACS. Opportunities for all with no stereotyping.</p>

Protected Characteristic	Some features of good practice	Example
Sexual orientation	<ul style="list-style-type: none"> ● Tolerance as a core value ● Strong anti-bullying strategy ● Pastoral support ● Multi-agency working, as required ● Rights-based Education embedded 	<p>A male friend of an openly gay male pupil is subject to repeated name-calling. The school addresses this through inserts on sexual/cyber bullying and rights respecting resources to encourage tolerance.</p>
Gender Reassignment (transgender)	<ul style="list-style-type: none"> ● Awareness raising as appropriate (staff and other/certain pupils) ● Sensitivity over eg facilities ● Working closely with parents ● Close working with health professionals 	<p>An S3 girl discloses that she wishes to be treated as a boy. Staff from a transgender support organisation are invited into the school to lead training and information sessions for staff. Stonewall Homophobic bullying resource is used in the year group.</p>
Pregnancy and maternity	<ul style="list-style-type: none"> ● Promoting multi-agency working ● Facilitating continuing education ● Pastoral support 	<p>Home tutor support is organised for a pupil who is pregnant, and arrangements made to enable her to sit her exams.</p>

Protected Characteristic	Some features of good practice	Example
Religion or belief	<ul style="list-style-type: none"> ● Tolerance of different views ● Promotion of respect for other faiths and for people with no religious belief ● Alternative arrangements for individuals where appropriate (eg religious observance) ● Rights-based Education embedded 	Shared campus in Port Glasgow with Schools working together to promote respect and tolerance. Schools celebrating diversity and difference through whole school projects and themed assemblies eg Holocaust Memorial Day.
All of the above	<ul style="list-style-type: none"> ● Overarching equalities day or event with the focus on Inverclyde Education Services' core values of respect, honesty and tolerance (plus the school's additional core values) ● Pupil voice/pupil involvement 	Opportunities for all children to participate in whole school and sporting events. Equalities/UNCRC posters designed and Classroom charters displayed. Values assemblies held regularly. Links with International schools. Working together to achieve Fairtrade status.

Given that the 2010 Act adopts an overarching approach to equalities, it may be that the last item on this list represents the most appropriate approach (backed up with additional inputs on specific areas of equality as required, and related to the specific needs of individual establishments).



Some useful websites

www.equalityhumanrights.com

**[www.educationscotland.gov.uk
/resources/r/childrensrightsresource.asp](http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp)**

www.educationscotland.org.uk

**[www.education.ed.ac.uk
/ceres](http://www.education.ed.ac.uk/ceres)**

**[www.universities-scotland.ac.uk
/raceequalitytoolkit](http://www.universities-scotland.ac.uk/raceequalitytoolkit)**

**[www.stonewallscotland.org.uk
/scotland/at_school](http://www.stonewallscotland.org.uk/scotland/at_school)**

www.allfie.org.uk

www.inclusionscotland.org.uk

