

FIRTHMOOR PRIMARY SCHOOL



Single Equality Policy

Review date: January 2019

This policy should be considered alongside other related policies within the school. Other related policies are:

SEN Policy and SEND Offer
Safeguarding and Child Protection
Prevent and Protect policy (Extremism and Radicalisation)
Admissions Policy
Curriculum Policy
Community Cohesion Policy
PSHE and Citizenship Policy
Health and Safety Policy
Supporting Pupils with Medical Conditions
Recruitment and Selection Policy
Other related HR policies

Introduction

This policy reflects the Equality Act 2010 which replaces a number of equality legislations and supersedes all previous school policies on Disability, Ethnicity, Race and Gender. It covers the same groups that were protected by previous equalities-based legislation and refers to these as protected characteristics.

At Firthmoor Primary School, our legal duty as an employer and a service comes from a range of legislation and associated codes of practice to carry out our functions and specific duties. It places a positive duty on us to ensure that the services we provide encourage participation and promote equality, eliminate discrimination, harassment and victimisation and address prejudice.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups regardless of the following characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

Firthmoor Primary School aims to offer equal opportunities to the whole school community and the guiding principles of this policy are equally applicable to;

- Staff
- Governors
- Pupils
- Parents / Guardians
- All third parties in their dealings with the School

Firthmoor Primary School is an exempt charity. It is a company limited by guarantee in England and Wales (Registered no: 8028789) whose registered office is at Ingleby Moor Crescent, **Darlington**, DL1 4RW

The core activities of Firthmoor Primary School are teaching and learning. At this school, we are committed to maximising the educational opportunities of all children within the school and beyond.

Contextual Information

The school converted to an Academy in May 2012. It is situated in the Eastbourne ward of Darlington Borough Council. The School is larger in size than most primary schools, admitting mixed children from a relatively wide area with a broad range of social backgrounds. The school building is one level and is fully accessible at the main entrance and around the school. There are ramps leading to the outdoor areas.

- There are currently 317 pupils on roll, which include a 39 place nursery for the morning sessions only.
- 49% of pupils are boys and 51% of pupils are girls
- 95% of pupils are White British, with English as their first language.
- Currently 62.5% of our pupils are in receipt of pupil premium
- Learners' attainment on entry to school is significantly below the national average
- 25% of pupils on roll have special educational needs and/or disabilities, mainly speech and language difficulties and social and emotional provision.
- We currently have 4% service children
- The last Ofsted inspection was judged as Good (2013)

(data: January 2016 census)

Staffing

- 15% are male and 85% of staff are female
- 7.5% are senior leaders, 37.5 % are Teaching Staff, 55% are support staff
- There is no difference in pay for males or females doing the same or similar job roles
- Staff can take advantage of part-time, flexi-time and/or job share work arrangements, depending on their specific job descriptions.
- 100% of our staff are white British.
- 22.5% of our staff are aged 18 to 35, 32.5% are aged 35 to 50 and 45% are aged 50 or over.

(data: January 2016)

Data Collection, publication and monitoring equality information

We collect, analyse and publish data on the school population by various groups such as, gender, ethnicity, English as an Additional Language (EAL), Special Educational Need or Disability and pupil premium. We also collect, analyse and use data in relation to attendance of different groups.

We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

Data published within the policy will be reviewed and updated annually.

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The collection of information is crucial to supporting the school in deciding what actions to take to improve equality and eliminate discrimination within the school community. The wide range of information gathered to support our planning and action to promote equality includes the following:

- Admissions and Exclusions
- Attainment and Progress levels relating to different groups
- Attendance levels relating to different groups
- Participation in extra-curricular activities
- Complaints of bullying or racial incidents

Governing Bodies are required to publish equality information annually, relating to pupils who share a particular characteristic and are affected by the school's policies and practices. The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality or opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

We are mindful of the laws relating to confidentiality when devising this scheme and Action Plan. Although there is a statutory duty to share information about the school's Single Equality Policy, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

The Single Equalities Policy will be available to all persons on request and explained to all stakeholders through:

- School website
- Governing Body meetings
- Staff meetings
- paper copies available on request

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school

Community Cohesion

In addition to addressing the aims outlined above, our school will also work hard to meet the duty to promote community. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values and respecting people's different backgrounds and promoting positive relationships in the school and local area.

We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes and strategies within school to 'narrow the gap' and to connect people from different social backgrounds.

Roles and Responsibilities

The Governing Body

To ensure that the school complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties by:

- Establishing their commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Headteacher

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body.

- Ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- Reviews this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.
- Oversee the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.
- Provide opportunities and mechanisms for the sharing of good practice
- Ensure that the school carries out its statutory duties effectively

Teaching Staff

To promote an inclusive and collaborative ethos in the school in accordance with the school ethos and values, enabling students to access learning and maximise their progress.

- Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs
- Maintain a good level of awareness of equalities issues.

Students

To treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

Commissioning and Procurement

The School, as required by law, will ensure that when we buy services from another organisation to support our function, the procured organisation will comply with equality legislation. This will be a significant factor in our selection during any tendering process.

Commitment to review

The implementation of this single equality scheme will be monitored within the school's self-evaluation and other review processes. The whole equality scheme will be reviewed at least every three years or earlier if there are any changes to the legislation.

Commitment to publish

We are committed to sharing information about our single equality scheme as broadly as appropriate. To this end, we will publish an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years– in which we will make proposals for future action.