

Frithwood Primary School

Equality Scheme

1. Mission statement
2. Equality and the law
3. Mainstreaming equality into policy and practice
4. Equal Opportunities
5. Protected Characteristics
 - Disability
 - Ethnicity and race
 - Religion and belief
 - Age, Gender identity, Sexual orientation, Pregnancy, Maternity, Marriage and Civil Partnerships
6. Community Cohesion
7. Consultation
8. Roles and Responsibilities
9. Tackling discrimination
10. Review of progress and impact
11. Publishing the plan
12. Action Plans

This scheme should be read alongside Frithwood's;

- School Improvement Plan
- Special Educational Needs and Disability Policy
- Special Educational Needs and Disability SEN Information Report
- Accessibility Action Plan
- Racial Equality Policy
- Anti Bullying Policy
- Whistleblowing Policy
- Admissions Policy

1. Mission statement

**Striving for Excellence
Learning for Life
Achievement for All**

At Frithwood, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of

equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Frithwood, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of a Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from Equality Act (2010).

The single Public Sector Equality Act (PSED) which came into force April 2011 extends schools equality duties to all protected characteristics.

- Age
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership

The three main elements of the PSED requires public bodies to have regard to the need to

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of 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

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

- Publish annually information to demonstrate compliance with the Equality Act 2010
- Set every 4 years one or more specific measurable equality objective that further the aims of the equality duty

The action plan at the end of this scheme outlines the actions Frithwood will take to meet the general duties detailed below.

3. Mainstreaming equality into policy and practice

As well as the specific action plan (equality and accessibility) set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities

For Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across

all groups within our workforce. Equality aspects such as age, disability, ethnicity and race, gender identity and re-assignment, pregnancy and maternity, religion and belief, sexual orientation, marriage and civil partnership are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

Monitoring recruitment and retention including bullying and harassment of staff;

Continued professional development opportunities for all staff;

Senior Leadership Team support to ensure equality of opportunity for all.

5. Protected Characteristics

We are guided by the principles that all learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value. We recognise and respect differences and foster positive attitudes and relationships.

Disability

This section should be read in conjunction with the school's Special Educational Needs and Disability Policy, The school's SEND Information Report and Accessibility Plan.

Definition of disability

The Equality Act 2010 defines a person has a disability if

- (a) A person has a physical or mental impairment and
- (b) The impairment has a substantial and long term effect of the person's ability to carry out normal day to day tasks.

Accessibility

At Frithwood Primary School we implement accessibility plans which are aimed at, over time

- Increasing the extent at which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils
- Take steps to meet disabled staff and pupils needs, even if this requires more favourable treatment
- Provide auxiliary aids as appropriate
-

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every three years.

Ethnicity and race Equality

At Frithwood Primary School we aim to

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Scheme which includes race equality;
- Assess the impact of our policies and action plans, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils from minority ethnic groups;

Religion and Belief

At Frithwood Primary School we aim to

- Eliminate religious discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different religious groups.

Under our specific duty we will:

- Prepare an Equality Scheme which includes equality in respect of religion and belief.

Age, Gender identity, Sexual orientation, Pregnancy, Maternity, Marriage and Civil Partnerships

Frithwood Primary School aims to eliminate unlawful discrimination and harassment on all of these grounds and to promote equality of opportunity between all groups.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers our protected characteristics and actions to meet them;
- Review and revise this Scheme every three years.

6. Community Cohesion

The Education Act 2002 outlines a duty on the Governing Body of schools to promote Community Cohesion. At Frithwood Primary School we recognise our responsibility for educating pupils from different countries which are diverse in terms of culture, religion and beliefs, ethnicities and social-economic backgrounds We aim to promote good relationships between all these families.

7. Consultation and involvement

It is a requirement that the development of this scheme and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the scheme:

- Feedback from parents

- Discussion at SLT meetings.
- Staff meetings / INSET;
- Feedback from whole school surveys on children's attitudes to self and school and from pupil groups within school and PHSE lessons.
- Issues raised at annual reviews on Education, Health and Care Plans.
- Feedback at Governing Body meetings.

8. Roles and Responsibilities

The role of Governors

The Governing Body has set out its commitment to equal opportunities in this scheme 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.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The Governors 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.

The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Co-Head teachers and senior leaders responsible for equalities

It is the Co-Head teacher's role to implement the school's Equality Scheme and Action Plans and they are supported by the governing body in doing so.

It is the Co-Head teacher's role to ensure that all staff are aware of the Equality Scheme and Action Plans, and that teachers apply these guidelines fairly in all situations.

The Co-Head teachers ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

The Co-Head teacher 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.

The Co-Head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Scheme and Action Plans.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenge stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Co-Head teacher's.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

9. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. Circle Time is used effectively to address issues arising. All staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher, Key Stage Leader, Assistant Head and Co-Head teachers where necessary. All incidents are reported to the Co-Head teachers in line with local authority procedures.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: „any incident which is perceived to be racist by the victim or any other person”

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;

- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's ethnicity and race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

10. Review of progress and impact

The Equality Scheme has been agreed by our Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality and Accessibility Plans annually and review the entire scheme and accompanying action plans on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

11. Publishing the Scheme

In order to meet the statutory requirements to publish our Equality Scheme, Equality and Accessibility Plan, we will:

- Publish annually information to demonstrate compliance with the Equality Act 2010
- Set every 4 years one or more specific measurable equality objective that further the aims of the equality duty
- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make copies available in alternative formats where requested.
- Make sure hard copies are available from the school office.

Date: Autumn Term 2014

Review : Autumn Term 2017