



Foxmoor School Single Equality Scheme

This Single Equality Scheme (SES) was agreed by the Governing Body of Foxmoor School in March 2013. It was reviewed in April 2014. Governors took into account the views of pupils, parents, visitors and staff in undertaking this review. The scheme is now reviewed bi-annually.

Introduction

The School has committed to securing accreditation from UNICEF as a Rights Respecting School. Although the words **equality** and **diversity** are widely used they are not as widely understood. Equality means ensuring that everyone is able to participate in the school's activities as a pupil, a member of staff, governor or visitor, as appropriate, on an equal footing with their fellows, and to achieve the best possible outcomes as a result of their participation. Diversity acknowledges that there are differences between people which should be recognised, respected and celebrated. Foxmoor School is proud of the diversity within its community and is committed to fostering an environment of mutual respect and dignity.

Legislative Context

The Equality Act 2010 forms the basis of equality law in England. It seeks to consolidate and streamline anti-discrimination legislation and to strengthen the law to support progress on equality. It replaces the previous legislation which dealt separately with the protected characteristics; despite this change, the School has chosen to retain these individual policies as they give more information and promote a deeper understanding of the issues encountered by some of the school's more vulnerable groups of pupils. Although there is no requirement under the Equality Act 2010 to produce a Single Equality Scheme (SES), Foxmoor School has chosen to develop and publish this SES as a public declaration of how the School will meet the duties placed on it by the Act and to demonstrate good practice in equality and diversity.

The protected characteristics under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief (including lack of belief)
- gender
- sexual orientation.

The Act places on the School a **General Equality Duty** to:

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

In addition, the Act places on the School **Specific Duties** to:

- publish information (primarily on its website) to demonstrate how the School is complying with the General Equality Duty;
- prepare and publish equality objectives.

Statement of Values

This Single Equality Scheme is underpinned by the following values, principles and standards:

- equality and social justice;
- acknowledging and respecting diversity;
- respect for others ;
- elimination of all forms of prejudice and unfair discrimination;
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour;
- commitment to inclusive education which enables and supports all pupils to develop their full potential;
- commitment to the positive development of all staff and governors;
- accountability for compliance with this SES by all members of the School community and others engaged in School business or activities.

Aims

- To enable people from the groups protected by the Act and other socially disadvantaged groups (such as those pupils eligible for Pupil Premium) to experience the best possible outcomes as a result of their contact with the School.
- To remove or minimise disadvantages suffered by people owing to their protected characteristics including the elimination of discrimination, harassment and bullying.
- To meet the needs of people from protected groups where these are different from the needs of other people.
- To encourage people from protected groups to participate in School and public life.
- To tackle prejudice and stereotyping.
- To promote understanding between different groups of people through curricular and extra-curricular activities.
- The School understands and acknowledges that meeting these aims may mean treating some people more favourably than others because of their protected characteristic(s) in order to advance equality.

Responsibilities for Implementation

- The Governing Body is responsible for making sure that the School meets its legal responsibilities with respect to equality and diversity legislation and so develops and implements this SES.
- The Headteacher is responsible for:
 - giving a consistent and high profile lead on equality and diversity;
 - promoting equality of opportunity inside and outside of the School;
 - ensuring the SES is in place and that the School implements the scheme and its associated action plan;
 - reporting annually, in the Autumn term, to the Governing Body on the School's progress in advancing equality including by analysis of outcomes for pupils in the protected groups.
- Senior Leaders are responsible for:
 - putting the School SES into practice;
 - making sure that all staff know their responsibilities and receive the support and training necessary to carry them out, promoting equality and diversity;
 - following the relevant procedures and taking action in cases of unfair discrimination or harassment.
- All staff are responsible for:
 - promoting equality and avoiding unfair discrimination;
 - challenging any incidents of stereotyping or unfair discrimination perpetrated by pupils or other staff;
 - keeping up-to-date with equality law and participating in equality and diversity training.

- Pupils are responsible for:
 - respecting others in their language and actions;
 - challenging any incidents of stereotyping or unfair discrimination perpetrated by other pupils or staff;
 - obeying all of the school's equality and diversity policies and procedures, including the SES.

Equality Objectives (See Appendix 1)

To implement this Scheme and to meet its specific responsibility under the Act, the School will publish annually equality objectives to be achieved over the next three years. These objectives will be derived from analysis of a number of sources including:

- the Rights Respecting School steering group;
- the involvement of people with disabilities;
- consultation with staff and pupils;
- feedback from pupils, carers, parents and staff with disabilities;
- pupil and parent satisfaction surveys;
- feedback from external agencies and partners;
- teaching and learning observations;
- analysis of pupil and staff recruitment and retention;
- analysis of pupil performance.

When the equality objectives have been determined the Equality and Diversity Committee will draw up an annual action plan for their implementation. This action plan will include clear targets and timescales for the achievement of the objectives set.

Monitoring

The monitoring of progress towards achievement of these objectives will be incorporated into all four strands of the School's Quality Assurance Framework.

- **Achievement.**
The Senior Leadership Team will monitor the progress of pupils in each of the groups protected by the Act and other socially disadvantaged groups (such as those eligible for Pupil Premium) as part of the process of half-termly data collection. The Headteacher will include an analysis of the achievement of pupils in these groups when reporting to the Governing Body in the Autumn Term.
- **Teaching and learning.**
The lesson observations undertaken as part of learning walks and subject reviews will identify any groups who are disadvantaged in any way in relation to their access to, or success in, learning. Lesson observation will also identify the extent to which teaching is appropriate and enriching; Subject Leaders are responsible for addressing any issues identified through this process. Participation in the School's enrichment programme by pupils in the groups protected by the Act and other disadvantaged groups will be monitored and, where relevant, specific questions will be incorporated into pupil and parent satisfaction surveys.
- **Behaviour and safety.**
Data on attendance and behaviour (including the application of sanctions) of pupils in each of the groups protected by the Act and other socially disadvantaged groups will be analysed termly by the Attendance Officer and the Headteacher. Records of bullying incidents will be monitored by the Headteacher to ensure that pupils in each of the groups protected by the Act and other socially disadvantaged groups are kept safe from harassment and bullying.
- **Leadership and management.**
The annual self-assessment process will include assessment of:
 - the extent to which the curriculum (including the enrichment programme) meets the needs of pupils in each of the groups protected by the Act and other socially disadvantaged groups and promotes understanding between different groups of people;

- the extent to which staff recruitment, development, performance management and terms and conditions ensure equality of opportunity for staff in each of the protected groups;
- the extent to which recruitment of and support for governors ensures equality of opportunity for governors in each of the protected groups;
- the extent to which the arrangements made for parents and visitors ensure equality of opportunity for those in each of the protected groups;
- the extent to which School policies and procedures have been analysed to assess their impact on equality and the effectiveness of this analysis in ensuring that no pupil, member of staff, parent, governor or visitor, belonging to any of the protected groups, is disadvantaged by the application of the policies and procedures concerned;
- The extent to which any complaints relating to issues of equality and diversity made by parents or pupils under the complaints procedure or by staff under the grievance procedure have been reviewed and appropriate action taken as a result.

Review

As a minimum this SES will be reviewed after one year of operation and then every three years thereafter.

Signed:

Date: April 2014
Reviewed: April 2017

(Appendix 1)

Equality Objectives 2014 - 2017

These objectives were agreed by the Governing Body of Foxmoor School March 2013 and reviewed in April 2014. Governors are keen to take into account the views of all pupils, parents, visitors and staff on the result of this review and will make adjustments to take account of any issues that arise from these discussions.

In relation to Achievement:

We will monitor and improve where necessary: any gaps, or potential gaps, in the performance of pupils from any of the identified groups of vulnerable pupils especially those with Special Educational Needs and those eligible for Pupil Premium (particularly in Key Stage 1), so that any gap between their attainment and that of other pupils in Foxmoor School and all pupils nationally, is reduced to zero by the time they leave Foxmoor at the end of Year 6.

In relation to Teaching and Learning:

We will ensure that our curriculum (including our programme of enrichment and extra-curricular activities) actively promotes understanding between different groups of people.

- We will ensure that all pupils, including those with: differences of gender, race, ethnicity and culture, pupils with EAL, learning difficulties, physical Impairment to learning and or access to the school curriculum and facilities, are effectively integrated into the life and work of the school.

In relation to Behaviour and Safety

We will maintain a rigorous anti-bullying stance so that all pupils and staff, including those in groups protected by the Equalities Act, are protected from harassment and discrimination of all kinds.

In relation to Leadership and Management

We will demonstrate our commitment to equality and diversity by securing accreditation as a Level 2 UNICEF Rights Respecting School.

- We will ensure that our systems for recruiting staff actively encourage applications from colleagues in all those groups protected by the Equalities Act.
- We will undertake equality assessments of all new and existing policies and procedures.