

Equality Scheme 2016-2019

Forest Park Primary School is committed to achieving and promoting equality for all members of our school community.

The Equality Act 2010 is now in force and includes the following protected characteristics:

- *Age*
- *Disability*
- *Gender reassignment*
- *Race*
- *Religion or belief*
- *Sex*
- *Sexual Orientation*
- *Marriage and Civil Partnership*
- *Pregnancy and Maternity*

Equality and Diversity definition

Equality is about everyone having the same chances in life and getting the same access to the services they need.

Diversity is about recognising and understanding people's different experiences. We cannot achieve equality without addressing diversity.

Inclusion

As a school we strive to ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavor to provide the appropriate provision for this to occur.

Overarching statement

In accordance with our vision and ethos we pledge to respect the equal human rights of all our pupils and to educate them about equality and to respect difference. As a school, we will also respect the equal rights of our staff and other members of the school community and any visitors to the school. In particular, we will comply with the relevant legislation and implement school plans in relation to all areas of the Equality Act 2010. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion and belief.

Community cohesion: a shared contextual statement

Our pupil community is multicultural and therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them further for our diverse world, with many different cultures and beliefs. The social context of the area indicates that we are in a deprived social class household. We have a significant proportion of pupils who are eligible for Free School Meals and also Special Needs. An average number of pupils are identified as More Able and/or Gifted and Talented, therefore the curriculum is tailored with this in mind.

Who is responsible?

Miss Irving takes the lead, but the governing body as a whole is responsible for:

- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed.

The Head teacher and SLT are responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure all equality schemes are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Head teacher and Deputy Head teacher are responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for Compliance with the Equality Policy

Employer Responsibilities

As an employer, the Governing Body of Forest Park Primary Foundation Trust is responsible for ensuring that all elements of the Equality Act 2010 are in place for all staff employed by the school. The school has fully adopted Local Authority guidance and has a Service Level Agreement in place to enable access to trained HR consultants to further ensure compliance with employment legislation related to Equality. Staff at the school have had, and continue to have, via the Learning Platform, access to policies including:

- Flexible Working
- Maternity/Paternity Policy
- Safer Recruitment in Education
- Disciplinary Policy etc

Mrs Colclough and Mrs Green also attended an Equality Act 2010 workshop in September 2012 prior to completion of this policy.

Staff development and Communication

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation. As it is a public document, the school governors publish it by making it available on request and by sending an electronic copy for monitoring purposes to the local authority by email.

The scheme will be subject to regular reviews (minimum annual) and will be fully reviewed subject to government changes in legislation to ensure full compliance.

How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, newsletter etc at the end of each school year, i.e. July 2016. A copy of each annual report is available for monitoring purposes.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background. The breakdown of pupil premium expenditure which specifically supports pupils on free school meals will also be published annually on our website.

Community Cohesion is a continuing part of the School Development Plan and is monitored by the SLT and Governors.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, belief or gender. Through analysis by the Head teacher and SLT we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the assessment file (electronic and hard copy).

The school budget is set in conjunction with the requirements of the School Development Plan and equality is firmly embedded throughout the plan to ensure that the available budget set is suitable to meet the current needs of pupils and staff. The current school community make-up is tracked using data collection sheets from pupils and staff which are updated annually, and when new pupils or staff arrive. These are used to track the differing school community groups thereby ensuring that the School Development Plan and Equality Policy is current and fit for purpose.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- Our data tracking system identifying vulnerable groups and attainment / progress
- The evidence was then analysed in order to choose objectives that will:
 - i. promote equality of opportunity for members of identified groups
 - ii. eliminate unlawful discrimination, harassment and victimisation, and
 - iii. foster good relations between different groups in terms of:

age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Three-year equality objectives 2016-2019

1. To ensure that vulnerable groups of pupils, including those affected by socio-economic deprivation, achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.

2. To continue to raise attainment of Gifted and Talented pupils throughout the school – provide specific Gifted & Talented activities – through equality and excellence.