

FLADBURY FIRST SCHOOL

EQUALITY PLAN 2013 - 2015

Introduction

The Equality Act 2010 simplified and harmonised equality law. Under the Act all public bodies must comply with the Public Sector Equality Duty (PSED), sometimes called 'the general duty' which requires them to have 'due regard' to the three limbs of the duty, the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

in relation to the protected characteristics (disability, ethnicity, gender, sexual identity, gender identity, religion or belief and, for workforce issues, age.)

Our equality plan outlines how we aim to meet these three requirements, and in doing so, how we raise progress and attainment in all our pupils as they will be working in an atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected, they are encouraged to become independent learners taking responsibility for their actions and in doing so become good citizens.

Equality Plan

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1. Mission statement

**At Fladbury First School we;
enjoy learning,
celebrate effort and achievement,
take responsibility,
respect ourselves and one another
and work together
so that we feel secure and able to achieve.**

At Fladbury First School, we are committed to ensuring equality of education and opportunity

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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 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 FLadbury First School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We:

- encourage pride in the achievements of the school and individuals within the school;
- are tolerant and understanding of others, regardless of ethnic origin, gender, disability or disadvantage;
- encourage pupils to take responsibility for themselves and their work, thereby
- developing the skills required for independent learning;
- develop children's own individuality, enabling them to discover and recognise their own strengths and limitations and set their goals accordingly;
- encourage children to work and play co-operatively, fostering sharing and respect for one another and care for their environment;
- promote self discipline and encourage good standards of behaviour;
- equip children with the skills, knowledge and understanding so that all children successfully progress to the next stage of their education.

The plan aims to improve access to all aspects of education within Fladbury First School and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

2. Mainstreaming equality into policy and practice

As well as the specific actions 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 to 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;

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- 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 as arranged by the LA, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy and LA procedures. 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

This section deals with aspects of equal opportunities relating to staff at Fladbury First School.

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 need 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 gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) 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.
- Recruitment panel will include LA trained member.

4. Equality and the law

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The action plan at the end of this Equality Plan outlines the actions Fladbury First School will take to meet the general duties detailed below.

4a. Race Equality

The General Race Equality Duty requires us to have due regard to the need 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 Plan in line with our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defined a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan.
- Assess the impact of our policies, including this Plan, on pupils, staff and parents who are affected including, in particular, the achievement levels of pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of those with Disability /SEN.

4c. Gender Equality

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The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender .
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan identifying our gender equality goals and actions to meet them;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by Gender including, in particular, the achievement levels of pupils;
- Monitor the impact our plans and policies have on pupils, staff and parents towards ensuring Equality of opportunity.

4d. Gender identity and transgender

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of Gender identity and Transgender

Under our specific duty we will:

- Include this protected characteristic in our equal opportunities policy.
- Describe actions/targets as needed

4e. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of Sexual Orientation

Under our specific duty we will:

- Continue to include this protected characteristic in our equal opportunities policy.

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- Describe actions/targets as needed

4f. Age

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of Age.

Under our specific duty we will:

- Continue to include this protected characteristic in our equal opportunities policy.
- Monitor the impact our plans and policies have on staff and parents , in particular towards ensuring equality of opportunity in recruitment and staffing..

4g. Marriage and civil partnerships

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment connected to the issues of Marriage and Civil Partnerships.

Under our specific duty we will:

- Include this protected characteristic in our equal opportunities policy.
- Describe actions/targets as needed

4h. Pregnancy, maternity and breastfeeding

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment connected to Pregnancy, Maternity and Breast feeding.

Under our specific duty we will:

- Include this protected characteristic in our equal opportunities policy.
- Describe actions/targets as needed

4i. Religion and belief

- Religion means any religion and a reference to religion includes a reference to a lack of religion.

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- Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

In relation to the protected characteristic of religion or belief—

- a reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief;
- a reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief. The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on the grounds of Religion and Belief.

Under our specific duty we will:

- Include this protected characteristic in our equal opportunities policy.
- Describe actions/targets as needed in line with our mission statement, with due regard to our intake and the faiths represented within the school community.

5. Consultation and involvement

It is a requirement that the development of this plan 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 plan:

- Feedback from the annual parent questionnaire, parents' evening,
- Feedback from the school council and PSHE lessons.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans.
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive. .

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.

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.

The governing body ensures that no child is discriminated against in our school.

The role of the head teacher (or senior leader responsible for Equalities)

It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

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It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The head teacher 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.

The 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 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 Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges 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 head teacher.

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

8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three 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.

9. Publishing the plan

In order to meet the statutory requirements to publish an Equality Plan we will:

Publish our plan on the school website;

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;

Make sure hard copies are available.

The Governing Body of Fladbury First School adopted this policy on _____

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Signed:

Headteacher _____ Chair of Governing Body _____

Date: _____

To be reviewed: January 2015