

FERNHURST PRIMARY SCHOOL



Nurture | Explore | Achieve

Haslemere Road | Fernhurst | Surrey | GU27 3EA
Tel: 01428 653144 | www.fernhurst.w-sussex.sch.uk

Equality Policy



Responsible Committee	LGB
Approved	Draft
Next Review	March 2020

At Fernhurst Primary School we are committed to establishing equality for all pupils, their parents/guardians, staff and other users of the school. This is reflected in our school ethos and our Rights Respecting Schools award (silver) based on the UN convention for the Rights of the Child.

At Fernhurst Primary School we see education as a journey of discovery to fire the imagination, to nurture all of our pupils to engage in all aspects of learning and personal relationships and achieve the best they can be.

We are at the heart of a rural community, where our population is drawn from the village and its surrounding communities. Building a deep understanding of our community and valuing all who move into it will be a key element of our work and an essential part of our welcome and induction programme.

Fernhurst Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

1. OVERVIEW

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands:

- Age (for school staff only),
- Disability,
- Gender and gender identity,
- Race,
- Religion or belief,
- Sexual orientation,
- Pregnancy and maternity.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. OBJECTIVES

To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

To recognise and celebrate diversity within our community whilst promoting community cohesion.

To ensure that this policy is applied to all we do.

To ensure that pupils and parents are fully involved in the provision made by the school.

To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Specific duties:

The act also introduced specific duties, which are designed to help public authorities met their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty,
- Publish equality objectives every four years.

3. GOOD PRACTICE

We will support all pupils on entry to school and will ensure that they are adequately prepared for and supported during their time at school.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We have Silver level accreditation. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We will develop an inclusive and positive behaviour support system, which enables all pupils to access the curriculum and develop their learning potential to the full.

Exclusions will only be made in exceptional circumstances, with due regard to pupil wellbeing and the wider social support network; undertaking the appropriate consultations.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents,

particularly those directed towards those with special educational needs. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We will ensure that all pupils have access to school facilities, visits, clubs and trips in order to enrich learning opportunities for all.

The positive achievements of all pupils, both within school and the wider community, will be celebrated and recognised in classes as well as our weekly celebration assembly.

We will make reasonable adjustments, as are necessary, to prevent a person with disabilities being substantially disadvantaged in comparison with people who are not disabled.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We will take advantage of opportunities to enrich the lives of all our pupils by inviting visitors to school, developing sports and performing arts, which will be accessible to all.

We aim to support the emotional wellbeing and mental health of all pupils and staff through accessing a range of outside agencies who will advise and support. This could include, mental health workers, educational psychologists, learning mentors, occupational health, school nurse, disability awareness groups.

4. ROLES AND RESPONSIBILITIES

The Headteacher will:

- Ensure that staff, parents/carers, pupils, visitors and contractors are engaged in the development of and the informed about the Equality Policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which will help implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing body, at least annually, on the effectiveness of this policy and publish this information.
- Ensure that the Senior Leadership team (SLT) is kept up to date with any developments affecting the policy or arising from it.

The Governing Body will:

- Designate a governor with specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy link to the school improvement plan.
- Support the Headteacher in implementing any actions necessary.

- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually and the objectives at least every four years.

The staff will:

- Have responsibility for supporting each other with specific responsibilities with regard to the Equality Policy.
- Support the dissemination of information relating to the policy.
- Through staff meetings and additional opportunities, help to further develop the policy.
- Assist in implementing reviews of this policy.
- Be fully aware of the policy and how it relates to them.
- Understand this is a whole school issue and support the Equality Policy.

Our pupils will:

- Be involved in the development of the policy and how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the policy and actively support the policy as a Rights Respecting School.

Our parents/carers will:

- Be given opportunities to be involved in developing the policy, through consultation, newsletters and the parents' forum.
- Be encouraged to actively support the policy.
- Have access to the policy through a range of different media appropriate to their requirements.
- Be informed of any incident relating to this policy which could directly affect their child.

The University of Chichester Academy Trust:

- Provide HR advice to Headteacher on managing sickness absence and other workplace health related issues, offer information and support to employees experiencing health difficulties, and work closely with the Occupational health advisor
- Will provide a range of services which support the equalities agenda and help the school identify our strengths and weaknesses.
- To help the school identify new areas of work, improve existing approaches and focus our energy where it is required.
- Provide and update a model policy for Equal Opportunities and Diversity, which the school has adopted and will follow any processes highlighted in that policy.

Commissioned Services:

- When purchasing goods and equipment we will work to ensure that equality issues are given full regard.
- We will ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any subcontractors.

5. OUTCOMES

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

6. EQUALITY OBJECTIVE

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. (Appendix A)

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. (Appendix B)

We will regularly review the progress we are making to meet our equality objectives. Equality objective 2018 – 2022 Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.

POLICY REVIEW

This policy will be reviewed annually and the objective at least every four years by the Governing Body, as part of its monitoring cycle. Next review due March 2020.

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

Information (2017)	School data	National Data (primary schools, 2017)
Gender	Boys 49% Girls 51%	Boys 51% Girls 49%
Pupils from ethnic minorities	11%	32%
SEN pupils (total)	5.9%	12.2%
SEN pupils (total with an Education and Health Care Plan)	2.1%	1.3%
Attendance by Characteristics	3.8% of session missed due to overall absence (national is 4%)	
	School	National
Attainment by Characteristics	% attaining ARE in both English and Maths	
Boys	75%	57%
Girls	71%	65%
Non SEN	83%	70%
SEN without an EHCP	17%	61%
Participation in the pupil council by race (2018)	All pupils take part in our pupil voice	

Other information	
Evidence and commentary -attendance at parents evenings 2017-2018	90% - over 2 parents evening
Governor representation 2017-2018	Total Number (including Headteacher) Total Number – 9 Male – 56% Female – 44% 100% - White, British

Action Plan for Fernhurst Primary School 2019 – 2022

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following actions:

Action	Who/What	Outcomes
To monitor closely all SEN and Pupil Premium children to ensure they are all given the opportunity to reach their full potential by receiving the appropriate levels of support.	SLT Teaching staff Governors	Progress and attainment improve accumulatively over year, in order to diminish the difference between school and national outcomes.
To monitor all children who we consider “vulnerable” to ensure that they have the appropriate support to ensure their needs are fully catered for in school.	SLT Teaching staff Governors	All vulnerable pupils are supported and grow in self-esteem and confidence, ensuring they can fully participate in school life.
To ensure, though the UN Convention for the Rights of the Child, that all children in our school understand their rights and how they impact on the fair treatment of others in a community, national and global scale	All Stakeholders	Children have a global understanding of fairness and equality and develop these characteristics to enhance the wellbeing of others throughout their life

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools

should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Date for review and re-publication: March 2020