



Schools' Single Equality Scheme



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2014 - 2017

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Foreword

Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of each school's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

The Cornwall Schools' Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:

- the school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
- how the school will manage, plan and include its equality and diversity policy within its day to day work..

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes.

The CSSES will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

The CSSES has been updated to include all areas covered by The Equality Act 2010.

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity

Vision

Fourlanesend Community Primary School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

Our revised 2015 vision statement is to be a forward looking creative community school providing our children with an outstanding education and developing in them personal qualities to enable them to become global citizens within a changing world.

Aim

Equality, diversity and inclusion are encompassed through our agreed revised aims below, and include providing positive non-stereotyping information about different ethnic groups and people with disabilities and including and valuing the contribution of all families.

We aim to:

- Enable our children to have a valued voice, which is an integral part of the school ethos.
- Provide outstanding education, which maximises achievement, promotes lifelong learning and enables our children to leave with confidence, ambition and compassion.
- Embrace our community and appreciate both the local environment and the wider world.
- Encourage children to develop responsible and positive attitudes towards time, work and money.
- Promote lifelong health and wellbeing enabling children to make sound and informed choices and stay safe.
- Have high expectations of work and behaviour in a creative school that's constantly evolving.
- To promote British values of democracy, rule of honor, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Section 2 - School profile and values

Your school context:

Fourlanesend School serves a rural, coastal area in the Rame Peninsula. A distinctive feature of our school is that the area in which we are situated is classified as remote by the emergency services as they cannot attend us within their set response times and consequently, the area has a first response team. Our families represent a varied socio-economic mixture, including those that have made alternative lifestyle choices. For these parents the constraints of any institution is a challenge. Meeting the needs of all these parents is an ongoing challenge to the school. Our Peninsula includes young people from mixed African, Asian, European and American backgrounds. Additionally, it is home to a diverse range of religious denominations including Muslim, Buddhist, Christian and Jehovah's Witness, as well as people of no faith.

- Our pupil/student population is as follows (at 21/01/2015):
There are 119 children in the school.
87 children are classed as white British/Cornish or other. 12 children are from other ethnic groups.
1 child with a physical disability.
We have 66 boys and 53 girls
- Our staff (at 21/01/15) includes representatives of:
White British male and females. At present the school does not include any adults with a physical disability.
- Our Governing Body (at 21/01/15) includes representatives of:
White British male and females. At present the Governing body does not include any adults with a physical disability.

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

The school ensures that it is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome the barriers to learning or participation experienced by disabled people served by or serving the school.

The school is committed to promoting equality of opportunity between boys and girls, men

and women.

The school is committed to delivering effective Sex and Relationships Education (SRE) it is essential in order for young people to be able to make responsible and well-informed decisions about their lives.

The school believes that by learning about religions and cultures of the world it helps pupils to understand their own world and their place in it. By learning about how others live their lives, pupils show greater empathy and tolerance towards others. RE is a subject in which children can learn how to express themselves. They can question what they hear and through doing this, they can begin to unravel some of the mysteries in their worlds.

No member of staff, or prospective member of staff, will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs.

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2011 - 2014, and a review will commence from (03/13) to meet the requirements of the scheme.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

At Furlanesend C P School :

1 Raise attainment and close the Achievement Gap between pupils of all ethnic groups:

- It is the responsibility of the class teacher to monitor achievement of all pupils, including pupils from all ethnic groups. The Headteacher is responsible for ensuring the effectiveness of this assessment through pupil progress meetings.
- Any concerns over the achievement of any pupil should be discussed with the Headteacher. This pupil will be supported with various interventions if necessary.
- We will assess minority ethnic pupils' proficiency in English. If deemed necessary we will invite appropriate professionals to offer guidance to the school to enable us to best support these pupils.

2. Tackle unlawful discrimination.

- Racism will not be tolerated at Furlanesend C P School. A definition of racism, and how we will take positive steps to tackle it, can be found in our Bullying and Harassment Policy.
- Keep accurate records of all ethnic and faith groups
- Deal with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools*

Our Race Equality Policy will form part of the Furlanesend C P School Equality Scheme. A review of this Race Equality Action plan will be carried out annually, and this will be used to inform the policy review, which will be undertaken 3 - yearly by the governing body in line with the Single Equality Scheme.

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Fournalanesend C P School:

- We create a sense of shared values by studying, local, national and international issues fostering an understanding and respect for the culture and faith of all our learners.
- We develop an understanding in pupils that they all have a responsibility to their shared future through our curriculum and Pupil Voice across all areas of school life.
- Mutual respect, honesty, fairness and trust between all stakeholders is embedded in the ethos of Fournalanesend C P School and is addressed in our statement of values which runs throughout the curriculum and all other areas of school life as part of our commitment towards lifelong learning.
- Stakeholders from all ethnic/racial groups are invited and encouraged to participate fully in all aspects of school life including the appropriateness of our service and vision for the future.
- We counter myths and misinformation that may undermine good community relations.

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Scheme.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

At Fourlanesend C P School:

Fourlanesend C P School offers a differentiated curriculum, where appropriate, to individual learners.

We have a number of resources to assist children with SEND to learn in a flexible way. These resources are monitored by the SENCO. We analyse the attainment and progress of SEND pupils and if appropriate, of pupils with other disabilities, acting on any concerns that are identified. We recognise our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum and extended curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual. We include positive images of disabled people across the curriculum. We adapt the delivery of information to disabled learners, to ensure they have the same opportunity of access as non-disabled learners. We provide, where possible, support, assistance and care to disabled learners to enable them to lead independent lives. We support disabled learners, staff and carers according to their individual need, and consult with parents of disabled pupils to ensure inclusion.

See attached action plan for 2012-15

Section 5 - The Gender Equality Duties including Transgender and Pregnancy and Maternity

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

At Furlanesend C P School:

Information is collected on gender with regard to both pupils and staff. The information is used to improve provision across school where possible.

Pupil achievement is monitored by gender and where trends or patterns in the data found these are addressed through subject action plans which link to the School Development Plan.

Pupils of both sexes are encouraged to participate in school life this is demonstrated by representation in school events such as assemblies and the school council.

Pupils of both sexes are given the same opportunities to participate in physical activity, both within and outside school hours.

Bullying and harassment of pupils is monitored and this information is used to make a difference.

Stereotypes in terms of gender are actively challenged in both the classroom environment (see lesson plans) and in the playground.

Issues of gender violence, domestic violence, sexual bullying and sexual orientation are tackled within SRE (Sex and Relationships Education) and PSHE lessons.

Pupils of both sexes are encouraged to consider career paths or occupations that are traditionally gender stereotyped.

We will remove any resources and books which we feel negatively compound gender stereotypes and, when purchasing new resources, will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school. We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed, by the class teacher, to have an educational value.

The school environment is accessible and as welcoming as possible to visitors of both sexes; eg, accessible to pushchairs and wheel chairs. Open evenings and other events that parents or carers attend are held in an accessible part of the school.

Parents of both sexes are encouraged to participate in their child's education; eg, attending parents' evening, school plays and assemblies.

The governing body is representative of the pupils, staff and local community that it serves.
With regards to pay, this is done according to placement on the salary scale regardless of gender.
The governing body also monitor pay, roles and responsibilities in school.

Section 6 - Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

At Furlanesend C P School:

Furlanesend C P School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief. We also recognise the need to consider the actions outlined by the Equality Act 2010 (Religion & Belief), which requires us to assess the impact our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Equality with regard to religion or belief is promoted at all levels in Furlanesend C P School and particularly within the RE and PSHCE curriculum. This is supported by:

- Thought for the day
- Marking key national / international events, such as Remembrance Day
- Visiting speakers into assembly
- Raising awareness of local faith events
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Subject Leader for RE, regarding its priority on the curriculum and how it can best be supported
- Discussion with the Student Council regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors

This section links directly with our school value of Respect and Responsibility and is an integral part of the curriculum that ensures that all children's contributions are respected and valued equally regardless of religious beliefs and values.

Section 7 - Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Furlanesend C P School:

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant school policies.

Teaching: Integral to our curriculum, staff are open to questions on this subject during PSHCE and SRE lessons, in which DVDs are used. Through our school value of Respect and Responsibility when questions surrounding this arise, they are discussed openly, at an age appropriate level without discrimination or prejudice.

The school is committed to eliminating illegal discrimination on the basis of sexual orientation. We will do this by:

- respecting the rights of individuals to be open about their sexual orientation
- homophobic bullying, language and stereotypes will be challenged through conversation with the pupils and parents involved and reported to the Cornwall ABS (Anti-Bullying Strategy Group)

Section 8 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

At Fournalanesend C P School:

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

The school expects high standards of behaviour from all pupils in line with school values. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Pupils, staff and parents (Information given in school prospectus) are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Pupils are encouraged to challenge and report any concerns, both in and out of school, through our open channels of communication.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice. Reminders of what to do and any necessary forms to complete are kept in the staffroom.

Our anti-bullying policy will be reviewed 3 – yearly, in line with the Single Equality Scheme. All incidents of bullying are recorded in the school log book which is kept in the staff room and are reported termly to the Cornwall Anti-Bullying Strategy Group (ABS).

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- Pupil conferencing activities particularly through the Student Council
- Pupil and parent surveys
- Communication with external partners such as Anti-Bullying Cornwall (A.B.C.)

This is reported to Governors on a termly basis.

Section 9 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

At Fournalanesend C P School:

Fournalanesend C P School observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training.
- All teaching staff are subject to performance management and support staff have an annual review.
- The school will adopt the Local Authority Manual of Personnel Practice and will follow the advice of Local Authority officers in all matters regarding employment.
- Training and development for all staff is linked to the School Development Plan or where specific issues arise as a result of performance management or the needs of individual pupils.

Section 10 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments will attend relevant training.

At Fournalnesend C P School:

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments. This will also inform future planning and focus.

We follow Cornwall Council guidance in these matters. Governors who are responsible for carrying out these assessments will attend relevant training.

At Fournalnesend C P School the governing body will carry out equality impact assessments on the following policies between September 2014 and September 2015 on the template attached as appendix 1:

- Attendance
- Exclusions
- Curriculum
- Uniform
- National Healthy School Status
- Anti-bullying policy
- School visits

Twelve months after the introduction of this scheme we will evaluate it by asking for feedback from parents, governors, children and staff. Any identified issues will be incorporated into the scheme.

Section 11 - Consultation and Information

At Furlanesend C P School:

We will involve stakeholders in the preparation of this scheme in the following ways:

Pupils – The scheme will be discussed in PSHCE lessons and pupil comments will be fed back to the head. The Student Council will discuss both the Scheme plus wider issues they raise with regard to equality and discrimination.

Parents – The scheme will be put up for consultation on the school website. There is a computer set up in the entrance hall for those without internet access. Paper copies will also be available in the office. Parents of children with disabilities will be approached and asked for feedback to support the Single Equality Scheme by members of the governing body.

Staff – The Scheme has been developed and will be shared with all staff.

External Partners – The school will discuss the Scheme, plus associated school policies, with our partners see section 13 for details.

Section 12 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme. They will ensure the school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2010 and the Employment Equality Regulations for Religion & Belief and Sexual Orientation 2003

They will do this through:

- Close involvement in the formulation of policy
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring
- Involvement in both pupil and staff conferencing activities, to ensure the Scheme is understood and embraced by all
- Ensuring the impact of the Scheme is reported at Governor meetings
- Monitoring progress of all children regardless of race, disability, gender, religion to ensure that all make the required levels of progress in line with the targets set in the SDP

Section 13 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

At Fournalanesend C P School:

In line with the requirements of the Scheme the Governing body will produce an annual report on progress which will be delivered in the FGM, and will review and revise the Fournalanesend Equality Scheme every three years.

Section 14 - Publication

The Schools Equality Scheme is published as a separate document and is available on request.

At Furlanesend C P School:

The Furlanesend School Single Equality Scheme is published as a pdf document on the school website.

A paper copy is available to anyone on request from the school office and those requiring a different language should also make their request to the school office.

Section 15 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the Council because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the CSES.

Section 16 - Action Plans

Our action plans shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

See attached action plan, which is devised by all staff and governors.

Fourlanesend C P School **Single Equality Action Plan 2012-2015**

Development of the Single Equality Action Plan

It is a requirement that the development of this plan and the actions within it have been informed by the input of all stakeholders. We have achieved this by using the following to shape the plan

- Feedback from staff or input through staff meetings/INSET
- Input from Governing Body meetings
- Feedback from the parent/carers survey
- Feedback from the school council, PSHCE lessons and whole school surveys on children's attitudes to self and school
- Issues raised in reviews of Individual Education Plans, Annual Reviews and Support Meetings

Review of progress and impact

We make regular assessment of children's learning and use this information to track progress and attainment. As part of this process, we regularly monitor achievement and uptake by gender, ethnicity, special educational need and disability to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps. The governing body has a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire policy and accompanying action plan on a three-year cycle.

Publishing the Action Plan

In order to meet our statutory requirements we will

- Raise awareness of the plan through staff meetings, assemblies, governing body meetings, parent/carers consultations and school newsletters
- Publish the plan on our website
- Ensure hard copies are available on request

Accessibility Plan

Objective	Action/Task	Resources/ By whom	Timescale
All stakeholders have input in devising the Equality Action Plan	Equality Action Plan is disseminated and shared and given a consultation period for all shareholders' input	Staff time/ All stakeholders	01/06/12
Ensure Single Equality Scheme issues are considered in the policy review cycle	As policies are reviewed, ensure equality impact assessments are carried out to ensure discrimination, harassment and victimisation based on all Protected Characteristics are eliminated	Gov Body time, Governing Body	On going
Ensure curriculum is accessible to every child	Through monitoring of lessons and planning in line with the SDP Pupil survey and pupil conferencing	All Stakeholders	Ongoing
Ensure everyone has access to the physical environment.	Review current access to the school to fit and support each new cohort	Governors and Headteacher	Summer term and on going to meet needs as they arise
Ensure all parents can access written materials related to school, e.g. Policies, newsletters etc	Use of website, satchel post, texting where information can be accessed via the computer in the entrance hall	Website/ computer/ PSA/ Teachers and Headteacher	Ongoing

Community Cohesion SEE SDP

Gender

Objective	Action	Resources/ By whom	What are the timescales?
Ensure that we provide support and minimise any gaps in attainment or progress	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Designated member of staff Governing Body	Termly
Encourage equal access and take up of after school activities	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Designated member of Governing Body	Half termly

Monitor behaviour patterns of pupils	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Designated member of staff and Headteacher	Termly
To ensure examples of positive role models in school	Monitor and analyse staff profile and act on any trends or patterns	Governing Body	Annually

Looked after Children

Currently we have no looked after children. However if the need arises we will review this.

Disability

Objective	Action	Resources/ by whom	What are the timescales?
Ensure that we provide support and minimise any gaps in attainment or progress	Monitor and analyse children's attainment and progress by SEN and disability and act on any trends or patterns in the data that requires additional support for pupils	Designated member of staff SENCO Governing Body	Annually
Monitor link between SEN and attendance and provide support as needed	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	SENCO Headteacher	Termly
Monitor link between SEN and behaviour and provide support as needed	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	SENCO Headteacher	Termly
Ensure needs are met	Through consultation collect views of reasonable adjustments required for pupils with a disability, their parent and other stakeholders.	Headteacher, SENCO and relevant stakeholders	Ongoing
Encourage equal access and take up of after school activities	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional support for pupils	Designated member of Governing Body	Half termly

To promote our school values	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	All staff through PHSCE, assemblies, lessons and curriculum	Ongoing
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Race

Objectives	Action	Resources/ by whom	What are the timescales?
Monitor and analyse racist incidents occurring within school	Monitor and analyse racist incidents occurring within school and report to the Equality and Diversity Service on a Diversity Incident Report form which are located on the staffroom wall	All stakeholders	Ongoing
Ensure that we provide support and minimise any gaps in attainment or progress	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Designated member of staff Governing Body	Termly
Encourage equal access and take up of after school activities	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Designated member of Governing Body	Half termly
Monitor link between ethnicity and behaviour and provide support as necessary	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Designated member of staff Governing Body	Termly

Sexual Orientation

Objectives	Action	Resources/ by whom	What are the timescales?
Monitor and analyse phobic incidents occurring within school	Monitor and analyse phobic incidents occurring within school and report to the Equality and Diversity Service on a Diversity Incident Report form which are located on the staffroom wall	All stakeholders	Ongoing

Religion or Belief

Objectives	Action	Resources/ by whom	What are the timescales?
Monitor and analyse incidents occurring in school based on religious grounds	Monitor and analyse incidents on religious grounds occurring within school and report to the Equality and Diversity Service on a Diversity Incident Report form which are located on the staffroom wall	All stakeholders	Ongoing

KEY LEGISLATION

Equality strand Legislation

Age:	Employment Equality (Age) Regulations 2006
Disability:	Disability Discrimination Act 1995,as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Gender (sex):	Sex Discrimination Act 1975, as amended Equality Act 2010 Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999
Race:	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Religion or belief:	Employment Equality (Religion or Belief) Regulations 2003, as Amended Equality Act 2010
Sexual orientation:	Employment Equality (Sexual Orientation) Regulations 2003, as Amended

