



Single Equality Scheme

Date: 2018

Ratified by the Governing Body 30/11/2017

Signed by chair of Governing Body

H. Hartwick

Main links: replacing the Accessibility Plan

Status: Statutory

Purpose: To ensure we provide an environment which is free from bullying, harassment and prejudice. To ensure all pupils and staff respect and value each and every individual associated with the academy.

Consultation:

Relationship to other policies: Equality & Diversity, Race Equality, Safeguarding Policy, Behaviour and discipline, Anti Bullying, Teaching and Learning, Complaints, Health and Safety, Pay Policy, PSHE, Staff Handbook

Implementation: January 2018

Monitoring: Policy to be monitored regularly by the Head teacher to ensure its effectiveness and by Governors annually.

Review: January 2020

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Appendix A - Key Legislation

EQUALITY POLICY STATEMENT

At Fulwell Infant School Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our 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 our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

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

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Governing Body annually.

Signed: _____ (Head teacher) Date: _____

Signed: _____ (Chair of Govs) Date: _____

PART 1- SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- To articulate this school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

2. Purpose of the Equality Scheme

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see Appendix A). It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This Equality Scheme sets out how we will:

- develop and review the Scheme and Action Plan (See Appendix B)
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. An Action Plan linked to our objectives accompanies this Equality Scheme which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. (See Part 3).

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

The Objectives and action plan replace the school's Disability **Accessibility Plan** (previously required under the planning duties in the Disability Discrimination Act) as it sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The action plan is reviewed annually and progress towards the equality objectives within it is reported on regularly to the Governing Body. Equality objectives have been identified through consultation with key stakeholders including pupils, parents, Governors, staff and others in the community.

This action plan is understood and implemented by all staff and is available on request.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body will:

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish that the action plans arising from the Scheme are part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the Scheme every three years;
- evaluate the objectives and action plan yearly.

The Head teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the SLT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies;
- ensure 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;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of racism in accordance with the Equality Act and LA guidance;
- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc..

All Staff: teaching and non-teaching and Other Adults involved with our School will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within our school promotes understanding and supports pupils who are experiencing discrimination.

5. School Aims Statements

Staffing and Employment

Fulwell Infant School Academy complies fully with legislation which protects our staff (including teachers, teaching assistants, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Pupils' Attainment and Progress

Fulwell Infant School Academy expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Curriculum Development and Delivery

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;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- 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;
- 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;
- promote 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 pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

Pupil Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- develop and continually review a Health & Safety Policy document;
- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that pupils who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Management Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils who are undergoing gender reassignment
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are looked after by the Local Authority
 - pupils who are at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of child protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (web sites) to support a high quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

Behaviour and Attendance

Fulwell Infant School Academy expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our schools takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;

- have clear procedures in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Sunderland LA policies such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

Partnership with Pupils, Parents, Carers and the Wider Community

As a community school Fulwell Infant School Academy established good links with our local and wider community. We welcome them into our school. From them, we learn about quality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this Country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;

- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

Leadership and Management

Fulwell Infant School Academy has a clear admissions policy and procedures which are in line with those issued by Sunderland LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;
- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body.
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Gender Equality

Fulwell Infant School Academy is committed to combating sex discrimination and sexism and promoting the equality of women and men. 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;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Whole School Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and action taken to eliminate these. In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have;

PART 2

Fulwell Infant School Academy - Single Equality Scheme Objectives

The leaders of the Academy are committed to focussing attention on the needs and interests of every individual, child or young person, finding key ways to learning, providing the most expert teaching and supporting those children who find learning most difficult and who have been identified as disadvantaged.

There will be a focus on narrowing the gap of any group where underachievement is evident. Through analysis of progress every half term, identifying children where achievement is not as strong as expected, barriers to learning will be investigated and intervention targeted to accelerating progress. The impact of this will be reviewed every half term and actions taken if necessary.

Measures of progress will be compared to national statistics for pupils of the same characteristics and all pupils nationally to ensure expectations of every group remain high. Bullying and incidents of harassment or prejudice are recorded and reported to governors termly. There is zero tolerance to any forms of bullying. Procedures which involve both pupils and parents work well.

The outstanding curriculum supports collaborative learning and there are few incidents of poor behaviour which impede the learning of others, ensuring equality of opportunity across the school. Attendance is good at 96.3% during 2015-16, through rigorous monitoring challenge and a relentless pursuit of an appropriate, dynamic curriculum which enable pupils to achieve a high standard.

The outstanding curriculum seeks to challenge and disrupt any forms of learning which privileges some school and ethnic groups over others. Spiritual, moral, social and cultural development is outstanding - this includes many opportunities to break down barriers through curriculum development of practices which become inherent in everyday practice.

1. Our School Profile

Fulwell Infant School Academy is a large infant school on the north of Sunderland. Fulwell Infant has a core population, which is very stable. This is reflected in our strong School community and links with Fulwell Juniors. The school population comprises of mostly privately owned housing, rented accommodation is mostly through private rents and there is only a small number of local authority housing available.

The number on roll is currently 367 pupils - 276 full time and 90 part time. The percentage of pupils taking free school meals (FSM) is 6.5%, below the national average of 24% (ASP 2017). 11.9% of our pupils have special educational needs and there is a ratio of 48.2% Girls to 51.8% Boys.

The majority of our children are White/British 95.9% with only 4.1% of our children from Ethnic Minority Group. Most of our new Foundation Stage entrants have attended our nursery. We track carefully the progress they make. Attendance at the nursery provision is varied and the entry level assessments reflect this with cohorts being split with very low attainment and expected attainment.

The school offers after school clubs.

The LA deals with admissions to the school - the school is heavily oversubscribed. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. Our reception area is accessible to disabled people and we have one disabled toilet.

Information for parents and others is provided in written and verbal form. Information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA.

There is a declining trend in attainment on entry. There have been an increasing number of pupils involved with external services [mainly speech and language] on entry to the academy in the last 3 years, and a higher % being identified as having language difficulties, by school staff during the foundation stage. There was also an increase in boys in the academy [52% -2017]. These factors have influenced changing provision in Early Years and Year 1 during the last 3 years.

The proportion of pupils where English is not their first language is 3% in 2017.

The proportion of pupils with SEN Statement/ Education Health Care Plan is currently 1.9%. The school has an increasing number of pupils with significant complex needs. Two pupils, both with Statements have transferred to specialist provision during the last 4 years as the provision required was specific to the needs.

Although the % of pupils eligible for free school meals (6.5%) is below National (24%), there is an increasing number of pupils from low income families who are moving into rented accommodation as our school catchment is changing. Many families have high expectations and aspirations for their children.

Fulwell Infant School Academy Staffing Profile is:

Headteacher
Deputy Headteacher
Finance Director
12 Teachers
20 Teaching Assistants
1 Business Manager
1 Administrator
1 Site Supervisor
1 Lunchtime Supervisor
13 Lunchtime Assistants
1 Catering Supervisor
4 Catering Assistants

2. Disability Equality Duties

Fulwell Infant School Academy's commitment to disabled pupils, 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;
- ensuring we take their needs into account when procuring goods and services from our providers;
- 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 pupils, staff and families.

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

- increasing the extent to which disabled pupils can participate in after school clubs;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

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.

The school already:

- has a current accessibility plan which is reviewed by the governing body;
- ensures optimal organisation of rooms on an ongoing basis for disabled pupils;
- has acted on advice given to us by specialist advisory teachers to support our disabled pupils and enable them to fully participate in the school's curriculum;
- has worked with pupils and their families in supporting the links between home and school;
- raises awareness of curriculum needs of pupils with language communication disorders, severe learning difficulties, physical disability, visual impairment and hearing impairment through staff training and CPD opportunities.
- Has trained staff in positive handling;

We recognise that we need to:

- consults with parents of disabled children and other disabled stakeholders to inform our access plan and single equality action plan;
- ensure the availability, where appropriate and reasonable, of written material in alternative forms for example, other languages or Braille;

3. Racial Equality Duty and Community Cohesion

Fulwell Infant School Academy recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. 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 BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

The school already:

- records any racial incidents;
- responds appropriately to any racial incidents;
- implements a very pro-active anti-bullying policy including bullying for racial and ethnic differences;
- seeks opportunities to train and support staff to challenge racial bias and stereotyping
- provides full curriculum access to pupils from all racial groups;
- encourages every child to develop a sense of personal and cultural identity with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities;
- has schemes of learning in place that develops pupils' knowledge and understanding of diversity and citizenship in a wider global context and promotes British Values.
- tracks pupil progress and attainment by ethnicity

We recognise that we need to:

- Invite more visitors of a variety of cultural and ethnic backgrounds into the school
- explore initiatives to encourage more applications for employment from under-represented groups

4. Gender Equality Duties

In accordance with our Single Equality Scheme, 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.

The school already:

- Monitors the levels of participation and attainment/progress within the classroom of boys and girls;
- ensures all activities are open to all pupils irrespective of gender;
- seeks to consider/address gender differences when planning the curriculum and involves pupils and parents in the planning of the curriculum;
- addresses issues of health, sport and obesity for both genders through an active sports programme;
- ensures that girls' participation in sport remains high and mixed gender participation in sporting events and clubs.;
- works to raise expectations and aspirations among all pupils

We recognise that we need to:

- Increase the support for parents with regards to domestic violence by having a champion in school;

5. Religion and Belief Equality Duties

Fulwell Infant School Academy recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase 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 duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

The school already:

- Monitors the levels of participation and attainment/progress within the classroom of boys and girls;
- ensures all activities are open to all pupils irrespective of gender;
- seeks to consider/address gender differences when planning the curriculum and involves pupils and parents in the planning of the curriculum;
- addresses issues of health, sport and obesity for both genders through an active sports programme;
- ensures that girls' participation in sport remains high and mixed gender participation in sporting events and clubs.;
- works to raise expectations and aspirations among all pupils

We recognise that we need to:

- Increase the support for parents with regards to domestic violence by having a champion in school;

6. Sexual Orientation Equality Duties

Fulwell Infant School Academy is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT 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 LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive 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 LA and national guidelines and notify complainants of the outcome and actions taken.

The school already:

- ensures that staff and governors have equality of opportunity irrespective of sexual orientation;
- Involves all staff in Performance Management on an annual cycle and in CPD opportunities;

- endeavours to educate children through assemblies, PSHE and the ethos of the school, that all members of the community are valuable regardless of race, gender, sexual orientation, age or disability ;

We recognise we need to:

- ensure that no-one within the school community experiences discrimination due to their sexual orientation.

7. Publication of the Single Equality Scheme

Fulwell Infant School Academy Single Equality Scheme is published as part one of this document. This will be shared with parents in our newsletter.

8. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School 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 Procedure, as appropriate.

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

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

Part 3 – Equality Objectives/Action Plan 2016-2019

Equality Objectives/Action Plan for Fulwell Infant School Academy

LINK TO PUBLIC SECTOR EQUALITY DUTY	PROTECTED CHARACTERISTIC/ EQUALITY GROUP	PRIORITY	ACTION REQUIRED	SUCCESS CRITERIA	TIMESCALE	RESPONSIBLE PERSON (S)
All aims of duty	All	To ensure the building and site of Fulwell Infants has reasonable adjustments made to accommodate the needs of a wheel chair user.	To ensure any future building work is fully DDA compliant.	School readily accessible for all users. Make necessary adjustments.	Sept 2016+	HT and Governors
All aims of duty	All	To ensure adult relationships are positive across the school and behaviour is modelled to all pupils	Expectation of high standards across the school is modelled by all. Constant reinforcement by SLT and middle leaders	Everyone feels valued and safe Behaviour is exemplary and a high level of respect pervades the school	Ongoing	All staff, monitored by SLT
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure all racist incidents are recorded and followed through	All staff be vigilant and record incidents to SLT Policies are adhered to.	Everyone feels valued and safe. No escalation or reoccurrence. Racism is not tolerated and the message is clear to the community and beyond	Ongoing	SLT
All aims of duty	All	To ensure all bullying is recorded and acted upon	All staff be vigilant and record incidents to SLT Policies are adhered to.	Everyone feels valued and safe. No reoccurrence. Pupils and staff feel safe in school and comfortable in sharing information and concerns	Ongoing	SLT
All aims of duty	All	To ensure no group in school is disadvantaged and where any disadvantage is noted steps are taken immediately to readdress this.	Vulnerable children identified in planning & tracking. Coloured paper used for children at risk of dyslexia. Target children are planned for, monitored and taught to a high standard Intervention is monitored for effectiveness	Adjustments made for vulnerable children. Children attain well and make good progress	Ongoing Termly tracking identified children at risk	All staff SLT

LINK TO PUBLIC SECTOR EQUALITY DUTY	PROTECTED CHARACTERISTIC/ EQUALITY GROUP	PRIORITY	ACTION REQUIRED	SUCCESS CRITERIA	TIMESCALE	RESPONSIBLE PERSON (S)
Advance equality of opportunity	Disability	To monitor the attendance in after school clubs, of vulnerable groups - take action to ensure favourable attendance	To ensure that children from vulnerable groups are encouraged to attend and potential barriers overcome.	Children attend clubs and gain from their experience.	Ongoing	Theresa Hope Anne Gibson
Advance equality of opportunity	Gender	To raise boys attainment	Staff plan to improve boys attainment. Intervention groups is specifically focused on boys progress.	Boys are narrowing the gap in attainment and progress with girls	Ongoing Termly tracking	All staff SLT
All aims of duty	All	To track and monitor all vulnerable groups in school	Staff plan to improve attainment. Intervention groups is specifically focused on children not making good progress.	Vulnerable children have their needs met in school and attain at least in line with the national standards	Ongoing Termly tracking	All staff SLT
Advance equality of opportunity	Disability/All	To improve mental health and well-being of all pupils through adopting the strategies in 'Attachment Friendly School' Kate Cairns Company	Formally recognise this as a factor facing some of the pupils. To ensure all pupils are supported appropriate to their needs. To develop resilience through the curriculum by creating can do culture. To work with parents to increase independence of boys To develop awareness of attachment issues [particularly in relation to Looked after and Adopted pupils]	Staff to access training on 'attachment'. To formally identify pupils at risk of neglect due to mental health issues of parents	Ongoing 2016 +	All staff Designated persons/ Looked After Lead Teacher Class teachers

Date Action Agreed:

Date Agreed for Review:

Key Legislation

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides changes particular to Schools.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties are not to be process driven and bureaucratic but rather an outcome based method of ensuring that schools are best meeting the needs of all their pupils. Prior to April 2011 maintained schools and Academies were bound by the three public sector equality duties to promote disability, race and gender equality.

The Equality Act 2010 introduces a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

New Protection in Schools

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003). In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing - for example - special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

Publication of the Scheme

Details of the school Scheme and the objectives must be published by 6 April 2012.

Accessibility Planning

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people