

Fulford School

Equality Policy



Last reviewed on: November 2021

Next review due by: November 2024

Responsible: Assistant Head Teacher – Safeguarding Lead

Contents

1. Overview and Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making.....	5
8. Equality objectives	5
9. Monitoring arrangements	6

1. Overview and Aims

The policy outlines the commitment of the staff and Governors of Fulford School to ensure that equality of opportunity is available to all members of the school community for our school. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Fulford School, equality is a fundamental key principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

Fulford School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference.

Every aspect of Fulford School activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

Fulford School's environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We are committed to giving all our students and staff every opportunity to achieve the highest of standards. Within this ethos of achievement, we will adhere to the requirements of the Equality Act by not discriminating against those with a disability, race, sex, religion, belief or sexual orientation and promote equal opportunities and good relations between and amongst all. In addition, there will be no discrimination against, pregnant females or new mother, staff, learners or volunteers undergoing gender re-assignment.

Our school admissions policy is equally open to students of all groups.

We aim to ensure that all members of our community promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background and makes a positive contribution to this policy. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Specifically, Fulford school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 shared a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Lesley Dolben. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Paul Walker. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Gather attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. This has been mapped across the curriculum.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively

8. Equality objectives

Objective 1

Ensure that anticipatory planning for school trips/extracurricular activities does not create any access issues for any student.

Why we have chosen this objective: To avoid unintentional discrimination through lack of consideration of needs in extracurricular planning. This will ensure that all students have fair and equal access to school trips that are planned with all students' needs in mind

To achieve this objective we plan to: Deliver training to all staff responsible for the organisation of visits. Include accessibility discussions in the initial stages of planning / approval. Include accessibility information on all letters regarding educational visits.

Objective 2

Ensure that high levels of TA support does not increase the risk of social isolation in SEN students

Why we have chosen this objective: To avoid students having reduced opportunities to mix with their peers through the high levels of supervision / contact that they have with the adults around them.

To achieve this objective we plan to: Create appropriate social spaces for students with high levels of SEN. Deliver appropriate training to staff to ensure appropriate levels of support remain in place but also factor in the need to allow social interactions to flourish.

Objective 3

Increase the representation of staff from black and minority ethnic communities over a 4-year period.

Why we have chosen this objective: To ensure that our staff body is representative of our increasingly diverse local community and student body.

To achieve this objective we plan to: Ensure that staff who are leading any recruitment process have completed up to date safer recruitment and equality training. Robust systems are in place around recruitment to ensure fairness and ensure no incidents of discrimination are possible (no individual shortlisting activities or individual interviews)

9. Monitoring arrangements

The governing board and Headteacher will review and where necessary update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing board and Headteacher at least every 4 years.

This document will be approved by the School Improvement Group as part of the Governing body.