

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
Statutory	DHT/HT	FGB	25/05/2016	March 2019

Single Equality Policy

Introduction

At Fairfield's Primary School, we welcome the equality duties placed on schools, and regard these as essential for achieving the five outcomes of the Every Child Matters framework. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together- our learners, staff, governors and parents in particular.

Through this scheme, 'parents' can be taken to mean mothers, fathers, carers and others adults responsible for caring for a child. This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. Our Single Equality Scheme is developed, implemented and reviewed by key stakeholders. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our scheme includes a plan of action to address these priorities over the coming years. We recognise that improving outcomes such as attendance or attainment for specific groups of pupils will help to improve outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence. The Governors, Headteacher and staff are all committed to providing a learning environment which provides equality of opportunity for all.

National and Legal Context for Diversity

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take into account disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments. The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

This scheme demonstrates our response to both the general and specific duties. Schools have a duty to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality Scheme and Equality Action Plan to make it easier to monitor our progress and performance in meeting the requirements of this duty. Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

School Context

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census showed that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2008, 7.1% of school pupils were from ethnic communities. Approximately 15% of the population declared a disability. In 2007/08 there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Nearly half the population in Hampshire are aged between 25 and 59 years old, with an increasing number of people over the age of 75. The main religious group is Christian (76.19%), followed by Muslim (0.35%), Hindu (0.25%), Buddhist (0.18%), Sikh (0.14%) and Jewish (0.11%).

Fairfields Primary School is a two form entry school close to the town centre in Basingstoke. We have up to 420 pupils in the school, but typically around 410 at any one time, and we cater for boys and girls aged 4 to 11 years of age (Foundation Stage to Year 6). The school has 14 good sized classrooms. The school has a hall for assemblies, indoor P.A. and lunches. We have an ICT suite

which has 30 computers, a library area and a separate music room. We have a large field off site, across the road from the school.

Pupils:

Number of pupils in the school in April 2016

Date	Number of pupils
April 2016	412

Pupils in each class in April 2016

Year	FS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
No. of chd	59	56	59	60	59	59	60	412
Boys	26	33	35	26	38	34	33	225
Girls	33	23	24	34	21	25	27	187

Boys and girls on roll in April 2016

Number of roll	Number of boys on roll	Number of girls on roll	Number of chd in KS1	Number of boys in KS1	Number of girls in KS1	Number of chd in KS2	Number of boys in KS2	Number of girls in KS2
412	225	187	174	94	80	238	131	107

Religion of pupils in April 2016

No religion	Christian	Hindu	Buddist	Muslim	Anglican	Baptist	Roman Catholic	Sikh	Church of England	Greek Orthodox	Jewish	Methodist	Other Christian	Pagan	United Reform	Other religion	Blank
163	18	31	0	50	22	1	43	0	16	1	3	1	41	1	3	24	17

First language of pupils in April 2016

Tamil	Hindi	Italian	Chinese	Russian	Turkish	Arabic	Swedish	Persian/Far	Portuguese	Latvian	Vietnamese	Gujarati	Kannada	French	Romanian	Telugu	Marathi	Bulgarian	Sourashtra	Lithuanian	Polish	Spanish	Urdu	Slovak	Bengali	Total
13	14	5	11	2	7	6	2	8	2	2	2	1	1	2	2	6	5	2	1	2	21	3	4	1	2	127

Number of children on roll who have English as an Additional Language in April 2016

	FS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
No. of EAL	19	22	23	25	12	14	14

Number of children on roll from different ethnic groups in April 2016

White- British	Any other white background	Any other Asian background	Indian	Black- African	White and black Caribbean	Any other mixed background	Chinese	Bangladeshi	Any other ethnic group	Pakistani	Refused	Any other black background	Black Caribbean	White and black African	White and Asian
240	46	12	49	7	12	14	13	1	3	5	5	1	1	1	2

Fairfields Primary School is an inclusive school where we value diversity. Our aim is to ensure that all children can reach their full potential. We consult with pupils about their learning as we believe their views are essential. There are times when children need additional provision to support their progress and we monitor this provision carefully to ensure that it is timely, effective and inclusive.

Number of children on roll with SEND in April 2016

Number of children with an Education, Health and Care Plan	5
Number of children with SEND	38
Total SEND	43

Progress of all children, including those with SEND, is monitored very carefully. Fairfields School has a slightly lower than average proportion of children on the SEND register than national figures with just over 10% compared with 13% nationally. At least 33% of pupils with SEN are also pupil premium and are considered to be a high risk group. Currently, the number of pupils with a statement of SEN or EHCP is just above national figures at 1.45% compared with 1.4%. However the proportion of pupils currently receiving a high level of 1:1 support pending EHC assessments or requests is just under 3%. This suggests that although the overall proportion of pupils with SEN is lower than the national average, it is highly likely that the number of pupils with complex learning needs is almost double national figures.

Staff:

	Teachers including HT	Learning Support Assistants	Other support staff	Admin staff	Lunchtime staff	Caretaking staff	Total
Male	2	2	1	0	0	1	6
Female	19	25	0	5	7	0	56
Total	21	27	1	5	7	1	62

There are 62 members of staff at present including administrative staff, learning support staff, other support staff, lunchtime supervisors and the caretaker. 56 are female and 6 are male. 57 members of staff are White British.

Involvement of staff, pupils and parents

Developing the Scheme:

We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

Ongoing involvement:

Members of staff are very approachable and we have an open door policy to encourage children and parents to come and talk to us at any time about any issues. We have two trained ELSA staff who work with identified children to develop, understand and reflect on the way they manage their feelings. In assemblies, and through long term planning within lessons such as PSHE and FAB, staff discuss issues such as 'bullying' and 'difference' with the children and children have opportunities to share their views. We have a School Council and a suggestions box which children can use to voice their opinions too. When on school trips, the children represent the school very well and pride themselves on being pupils of Fairfields. The website provides easy access for parents to school information including policies. Parents, as well as being encouraged to come in and talk to staff at any point in the school year about any issues, are also welcomed to open evenings and parents evenings throughout the year. They are also invited to complete parent questionnaires annually on their views of the school and are invited to regular presentation assemblies and special days.

Opportunities for parents:

Class teachers and members of the leadership team are available on the playground after school every day to answer questions, clarify things and make suggestions about what can be done in school.

Parents evenings (twice a year) and opening evenings (once a year) are held and parents are encouraged to attend to discuss their child's progress and any other queries they may have. They are generally well attended but teachers will routinely contact parents who do not attend formal parents evening to try and make an alternative appointment to see them at a mutually convenient time. In addition to this, parents are encouraged at any time of year to come and speak to a member of staff if there is anything they wish to discuss. School reports are sent out in the summer term and parents are encouraged on the slip attached to comment on their child's report and experience in school.

We have sought to engage parents in supporting improved outcomes for their children. For example, additional information evenings and workshops are arranged throughout the year, such as the phonics workshops and the new parents meeting, to invite parents into the school and provide them with information on relevant issues. Parents are also invited termly to presentation assemblies in the school to see what their children have been learning in school.

Links with the community:

The school visit the local church annually to take part in a Christmas Carol Service led by the Reverend. The school also visit annually the local arts centre to watch a drama performance. The local arts centre has also been involved in visiting the school to complete art workshops. We have raised money for local charities and invite the local pre-school to some of our F.S. events. Year groups have specific links with the community which tie in with their topic work. For example, year 3 visit local restaurants to learn about food preparation and healthy eating as part of their 'Food, Glorious Food' topic.

Links and collaboration with other schools:

We often work in collaboration with other schools and universities. We annually provide a number of placements for teacher training students from Winchester University. We also encourage our NQT's in particular to visit other schools for professional development, and we warmly welcome colleagues from other schools to visit Fairfields. An example of this is the number of schools from Hampshire and beyond who have visited and met with staff and pupils to discuss how the Young Interpreter Scheme has had an impact on our children's learning and progress. Our local secondary school, where most of our year 6 pupils move to, visit weekly to work with the children and staff in order to aid transition. Our subject managers regularly meet local networks to support their professional development and staff return from these meetings with ideas from other schools to try in order to improve our own practice. Our children visit Queen Mary's College each term to take part in science workshops led by their staff.

Pupil voice:

We refer regularly to the UNCRC and Article 12, 'the right for children to have a say in matters affecting them, and have their views taken seriously', is very important to us. We have a number of strategies in place to promote the participation of all pupils in decision-making and in making a positive contribution to the life of the school. School Councillors are elected by pupil's in the class through a 'ballot day'. The School Councillor's take concerns/suggestions/comments from the class to School Council to be discussed and shared with school staff who act upon those discussions. In addition to this, pupils can make comments in the 'suggestions box' at any time. The comments are passed to members of the school staff who follow up any comments with the child. Children are often asked for their views in assemblies and lessons within the classroom too.

We want the children in our school to have an active part in the school. We encourage all of the children to take on responsibilities both within the classroom and in the wider school environment such as librarians, Young Interpreters, School Councillors and reading buddies.

All of the children take part in fund-raising activities which help to raise awareness and money for local as well as global charities including Red Nose Day and Mad Hair Day (for St. Michael's Hospice which is local to us).

Information Gathering

We collected a broad range of qualitative and quantitative information to monitor our policies and practices and to demonstrate our progress in equality, inclusion and community cohesion. We aim to use this to effectively monitor our progress and performance.

Pupils:

We collect the following information to demonstrate our progress in promoting equality, inclusion and community cohesion and identify any equality gaps for us to address:

- Admissions
- Participation in and views of the school council
- Attendance
- Achievement and progression
- Take up of extra-curricular activities
- Rewards and sanctions
- Other equality information e.g. complaints and incidents of racial discrimination or bullying
- Bi-annual questionnaires to children
- Pupil conferencing

Staff:

We collect and monitor the following information by disability, race and gender:

- Staff recruitment and retention
- CPD
- Promotion
- Disciplinary, grievance, competency
- Outcomes of appraisals and performance review processes
- Cessation of employment
- Staff exit surveys

The headteacher and governors have always selected the applicant most suitable for the post using rigorous interview procedures. We endeavour to publish advertising literature for new staff which promotes our school as inclusive and suitable for people of different genders, cultures, races, and levels of ability. CPD is considered very important and there are many opportunities for personal development for all staff. Performance management reviews take place annually by the headteacher and deputyhead for teaching staff, and by the line manager for all other staff in school. Progress meetings are completed termly with teachers identifying vulnerable pupils in the class. Children are tracked closely and interventions are put in place as appropriate to support progress.

Parents:

We monitor the following information by disability, race and gender:

- Attendance at parents evenings and other school events
- Attendance at celebration events e.g. presentation assemblies
- Information meetings for parents
- Bi-annual questionnaires to parents

Specifics Equality Areas

This section highlights what we have already achieved for specific aspects of equality and further action we intend to take.

Race Equality:

What we have achieved	What we want to do next
<ul style="list-style-type: none"> - We have employed 2 LSA's who work specifically with EAL children across the school to support their progress. - EMTAS visit school regularly to support EAL children and their parents. We have good links with EMTAS the resources they provide are regularly used by all staff. - We have arranged for, and partly funded, English lessons in school for parents who would like to improve their own English. This has been popular with a number of parents. - We have the 'Young Interpreters Scheme' set up in school to support new arrivals with little or no English. Children act as 'buddies' to help EAL children to settle into school and to learn English. - All parents and carers of all children, including ethnic minority families, are welcomed at the school and encouraged to play a full part in the life of the school. - We celebrate culture and diversity with events such as the RR fair, the Diversity Party and Multicultural Week. - Regular staff training with EMTAS support. 	<ul style="list-style-type: none"> - Employ another LSA to work with EAL children as numbers are increasing and the work of the current LSA's is overstretched - Another Diversity Party to be planned and held for 2016-17 which will encourage parents, children, staff and the wider community to share their culture and traditions with each other. - To update and train all staff in September 2016, particular with new staff joining the team, by using EMTAS e-learning as appropriate in order for us all to meet the needs of all children for whom English is an Additional Language.

Community Cohesion:

What we have achieved	What we want to do next
<ul style="list-style-type: none"> - We encourage children to respect each other and we follow the RRE scheme to support this. - We have rigorous and clear induction 	<ul style="list-style-type: none"> - Extend opportunities for parents to work with their children in the school

<p>procedures for all children and staff to help them to quickly feel settled and part of the school community.</p> <ul style="list-style-type: none"> - New children in F.S. are invited to several sessions in the summer term to help the transition to school. - All children in the summer term meet their new teacher and spend an afternoon with them to aid transition. - We encourage children to take 'PRIDE' in their work (perseverance/ passion, respect/resilience, independence/inspiration, determination/dedication, excellence/effort. - Fund raising events raise children's awareness of charities and global as well as local issues throughout the year. - Whole school events such as the Harvest Festival, Christmas Carol Service, Year 6 Productions, Nativity etc. welcome parents and families into the school. - The 'Comenius Project' has linked us with schools in Romania, Germany, Portugal, France and other European countries. Staff have visited these schools, as well as these schools visiting us in Basingstoke and meeting our children. - We liaise with outside agencies such as EMTAS, Education Psychologists, Speech and Language therapists and Children's Services in order to support our children effectively. - We have an established School Council. - We offer a range of clubs to the children, one of which is run by the local Tennis Club. 	
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Disability Equality:

What we have achieved	What we want to do next
<ul style="list-style-type: none"> - Support has been put in place for children who find accessing stairs difficult to be able to move around the whole building with their peers without segregation. - Disabled toilets provide accessibility for any disabled pupil, staff member, parent 	<ul style="list-style-type: none"> - Continue to make appropriate provision for any child with a disability on an individual needs basis.

<p>or visitor.</p> <ul style="list-style-type: none"> - Children have opportunities to learn about disabilities through assemblies, for example which have focussed on the Paralympic games. - We continue to monitor accessibility as needs arise for pupils, staff and parents and the classroom environment is adapted to cater for the specific needs of pupils. - We monitor and respond to any incidents of discrimination. - We liaise with outside agencies regularly to gain specific advice and equipment and to ensure that our staff are trained in the best way they can to support children with disabilities. - Pupils with special needs have an Individual Education Plan with achievable targets. 	
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Gender Equality:

What we have achieved	What we want to do next
<ul style="list-style-type: none"> - We monitor gender gaps in attainment and implement provision to close any gaps. - We design the curriculum to engage both boys and girls in planned topics. - We encourage a balance of boys and girls in teams such as the School Council and Young Interpreters. - We provide after school clubs which could interest boys and girls. - The children are regularly asked for feedback on lessons, issues in school etc. through classroom discussions and in assemblies. Children also have the opportunities to make complaints/ suggestions in the suggestions box. The views of all children are taken into account. - We work hard to ensure that books are not stereotypical and that there is a fair representation of books which may interest girls as well as boys. - Despite the majority of staff being female, we have a number of male role models within the school who work across classes with a number of children, 	<ul style="list-style-type: none"> - To ensure that shifting trends in gender balance are monitored to enable appropriate provision can be made.

including volunteers.	
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Other Equality areas:

What we have achieved	What we want to do next
<ul style="list-style-type: none"> - We have a range of ages of staff who work across the school with children of all ages. We encourage volunteers and people from the community to visit the school who are also a range of ages. - Children lay a wreath at the Remembrance Day Parade each year. 	

Impact Assessment:

We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We will develop a programme of carrying out impact assessments on our existing policies and practice and will build the impact assessment process into all new policy development and decision making activities.

Working in Partnership:

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations. The website provides information for parents such as policies and procedures and there is a feedback facility that parents can use. Parent questionnaires are carried out every two years to gauge the parent’s views of the school. We work closely with local schools and organisations where possible to develop greater community cohesion.

Putting the Scheme into Practice

Publishing the Scheme and Raising Awareness:

We recognise that our scheme is a public document that should be available to any interested stakeholder. We will promote and publish the scheme by:

- Sharing the scheme with Governors
- Placing it on our website and alerting parents to the fact that it is there
- Making it available on request
- Discussing the scheme with staff

Monitoring and Evaluating the Single Equality Scheme and Equality Action Plan:

We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report annually to governors on our performance. We want this scheme to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will review, evaluate and revise this Single Equality Policy and Equality Action Plan annually to monitor progress and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school.

Links with other school policies:

School policies that link with, and informed this scheme include:

- SEND policy
- Behaviour policy
- Child Protection policy
- Admissions policy

Roles and Responsibilities

The Governing Body will:

- Monitor the implementation of the scheme and action plan to check progress and assess impact on staff, learners and parents.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Receive and discuss regular equality reports on progress and performance.
- Monitor achievement of equality targets.
- Check that the implementation of the scheme and action plan achieved improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

The Headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation.
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this scheme and their roles and responsibilities in implementing the scheme.
- Monitor to ensure effective implementation of the scheme and action plan.
- Provide regular reports for Governors on progress and performance.
- Allocate appropriate responsibilities and provide suitable training and development for staff to implement this scheme.

The senior leadership team will:

- Drive forward implementation of the scheme and action plan.
- Support staff in carrying out their role in implementing the scheme.
- Provide effective leadership on equality, inclusion and community cohesion.
- Ensure the scheme is successfully promoted.

- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization.

All staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
 1. Promote equality, inclusion and good community relations.
 2. Challenge inappropriate language and behaviour.
 3. Tackle bias and stereotyping.
 4. Respond appropriately to incidents of discrimination and harassment and report these.
 5. Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

All staff will also ensure that students are encouraged to:

Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:

1. Promote equality, inclusion and good community relations
2. Challenge inappropriate language and behaviour
3. Tackle bias and stereotyping
4. Work to promote anti-bullying strategies
5. Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

Actions	Update April 2017
<p>Race Equality</p> <ul style="list-style-type: none"> - Employ another LSA to work with EAL children as numbers are increasing and the work of the current LSA's is overstretched - Another Diversity Party to be planned and held for 2016-17 which will encourage parents, children, staff and the wider community to share their culture and traditions with each other. - To update and train all staff in September 2016, particular with new staff joining the team, by using EMTAS e-learning as appropriate in order for us all to meet the needs of all children for whom English is an Additional Language. 	

<p>Community Cohesion</p> <ul style="list-style-type: none"> - Extend opportunities for parents to work with their children in the school. 	
<p>Disability Equality</p> <ul style="list-style-type: none"> - Continue to make appropriate provision for any child with a disability on an individual needs basis. 	
<p>Gender Equality</p> <ul style="list-style-type: none"> - To ensure that shifting trends in gender balance are monitored to enable appropriate provision can be made. 	
<p>Other Equality Areas</p> <ul style="list-style-type: none"> - To develop procedures to assess impact of policies and practices. - To regularly monitor and evaluate the implementation of the Single Equality Scheme and Equality Action Plan and to annually report on the progress and performance . 	