

# The Furze-Warren Hard Federation 2017-2018

## Single Equalities Scheme



**Warren Junior  
School**



**Furze Infants  
School**

# The Furze-Warren Hard Federation

The Governors of the Furze – Warren Hard Federation and the staff of Warren Junior School and Furze Infants School aim to promote equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole community.

## 1. Introduction

The Single Equality Scheme brings together the Hard Federation's approach for promoting equality in our policies and procedures and, most importantly, in our day-to-day practices and interactions with the whole community.

Our scheme includes students, staff, governors, parents, carers and all those within our extended community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

It is important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways.

To be monitored, reviewed and amended as appropriate to meet legislation.

## 2. Our Scheme

Our Single Equality Scheme (SES) and Action Plan cover a three-year period from 2015 to 2018 and will be reviewed and amended annually. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the Employment Equality Regulations relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by Governors and will cover activities undertaken in relation to the six equality strands and promoting community cohesion.

## 3. Policy Statement

1. The Furze-Warren Hard Federation acknowledges and welcomes diversity among students, staff and visitors.
2. We do not discriminate against anyone, be they staff or students, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.

3. We promote the principles of fairness and justice for all through the education that we provide in our School.
4. We ensure that all students have equal access to the full range of educational opportunities provided by the School.
5. The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
6. We respect the religious beliefs and practices of all staff, students, parents and carers and comply with all reasonable requests relating to religious observance and practice.
7. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
8. We will make reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve delivery of information.

**Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.**

### **Race Equality**

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

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

### **Disability Equality**

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples' 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.

There is also specific disability legislation in relation to Special Educational Needs and accessibility which means we must plan strategically over time to:

1. increase access to the curriculum
2. make improvements to the physical environment of the School to increase access;
3. make written information accessible to students in a range of different ways

## **Gender equality**

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

1. eliminating unlawful discrimination and harassment and
2. promoting equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. However, the Governing Body considers that this has been addressed through the implementation of the Local Authorities conditions of employment and the unified conditions and pay for school teachers.

## **Transgender**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

## **Age, sexual orientation, religion and belief**

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.

**In meeting the duties described above will mean that all our actions will embody the Hard Federation's key principles and values, which includes the following:**

- We strive to make the best possible provision for all pupils / staff regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We have adopted the following Inclusion Statement that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our School, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our School, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our School.

## **The Furze-Warren Hard Federation School's Context Profile**

### **Barking and Dagenham**

Barking and Dagenham is 9<sup>th</sup> out of 354 authorities in the Index of Multiple Deprivation 2015. The borough also has one of the lowest scores on Child Wellbeing, ranked 133<sup>rd</sup> out of 149 local authorities (Child Well-being Index, DCLG). We have the lowest household incomes in London and the percentage of residents with no qualifications is higher than the London average. Levels of adult basic skills are very low, but are improving. As a result of long-term sustained improvement, primary and secondary pupils achieve test and examination results above or close to the national average on a number of measures.

### **Furze Infants School**

Furze is a large infants' school that draws pupils from a range of backgrounds. The proportion of pupils eligible for free school meals is about average. Almost two thirds of pupils are from a range of minority ethnic backgrounds and a higher than average proportion of these pupils have English as an additional language. The proportion of pupils with learning difficulties and those with a statement of special educational need is below the national average. The needs pupils have include speech, language and communication difficulties, autism, and behavioural, emotional and social needs. The Early Years Foundation Stage consists of a morning and afternoon Nursery class and five Reception classes. There is, additionally, on the school site the Creative Steps out-of-school club, which is privately managed. The school holds the Activemark and Basic Skills Quality Mark awards.

### **Warren Junior School**

Warren is an above average sized school with an increasing number of pupils from minority ethnic backgrounds. The proportion of pupils with a mother tongue other than English has risen to over double the national average. The proportion of pupils needing extra support with their learning is slightly below average, but the number with a statement for their special educational need is high including a small number who need help with their behavior. The school holds the Basic Skills Quality Mark awards.

### **Collecting and analysing equality information within the Hard Federation.**

Both schools with the Federation are inclusive provisions. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil her or his potential.

#### **Information Gathering (Pupils)**

##### **Areas for analysis with regard to equality information include:**

- Attainment levels
- Attendance levels
- Rewards for progress and attitudes
- Exclusions
- Attendance at external provision Extended School activities/extra curricular activities
- Complaints of bullying and harassment

### **Collecting and analysing equality information for employment and governance Within the Hard Federation.**

Both schools are committed to providing a working environment free from discrimination, victimisation, and harassment.

We aim to recruit an appropriately qualified workforce and Governing Body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

#### **Information Gathering (Staff and Governors)**

We collect and analyse the following information for our staff and Governing Body:

- Applicants for employment
- Staff profile
- Governing Body profile

- Disciplinary and grievance cases

### **Consultation and involving people**

We involved students, staff, governors, parents and carers, and our wider School community in creating the Single Equality Scheme and Action.

The Single Equality Scheme is underpinned by the following policies:

School Development Plan  
Special Educational Needs Policy  
Behaviour / Anti bullying Policy  
Safeguarding Policy  
Safer Recruitment Policy  
Community Cohesion Policy  
Disability Equality Policy  
Attendance Policy  
Equal opportunities Policy  
Prevent Policy

### **Roles and Responsibilities**

The Governing Body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.

The Governing Body, supported by the Executive Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

All staff will be responsible for delivering the scheme both as employees and as it relates to their area of work.

The School Equality Scheme will be aligned with the School Development Plan. Its implementation will be monitored within the School's self-evaluation and other review processes as well as being updated at least annually.

The whole equality scheme will be reviewed at least every three years.

- The Executive Headteacher is responsible for the implementation of this scheme, and will ensure that staff are aware of their responsibilities and that they are given necessary training and support.
- The respective Leadership Teams has day-to-day responsibility for coordinating the implementation of this scheme.
- Staff are expected to promote an inclusive and collaborative ethos in the School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.

- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

### **Commissioning and Procurement**

The Furze-Warren Hard Federation as required by law will ensure that when they buy services from other organisations to help provide their services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

The Single Equality Scheme will be available to all persons on request and be shared to all stakeholders through:

- School office/website
- Newsletters
- Induction

### **Annual Review of Progress**

We will continue to review annually the actions we have taken in the development of the Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion
- Produce an Annual Report to the Governing Body with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

The Governing Body will be responsible for monitoring the effectiveness of this Scheme. The Governing Body will review this scheme annually and revise it every three years or as appropriate in line with legislation.

The Governing Body agreed to this scheme at their meeting on 15<sup>th</sup> October 2015.

The implementation date of this new scheme is ongoing from the 1<sup>st</sup> September 2015.

The three year review is due on 1<sup>st</sup> September 2018.

This scheme is to be reviewed as and when legislation changes.(Reviewed October 16)

**The Furze-Warren Hard Federation  
Single Equality Scheme Action Plan 2015 – 2018**

| (Place a cross to identify which statutory duty/equality legislation the planned action is meeting)<br><br>R = Race    D = Disability<br>G = Gender    SO = Sexual Orientation<br>A = Age    R/B = Religion or Belief<br>CC = Community Cohesion |   |   |    |   |    |    | Planned Outcomes   | Planned Actions  | Timescale  | Actioned by  | Monitored by          |
|--|---|---|----|---|----|----|--|--|--|--|-----------------------|
| R  | D | G | SO | A | RB | CC |  |  |  |  |                       |
| X  | X | X | X  | X | X  | X  | All staff aware of Single Equality Scheme and raised awareness of responsibilities                                     | INSET/Induction/INTRANET   | From September 2015  | L Team of both schools                                   | Executive Headteacher |
| X  | X | X |    | X | X  |    | Establish profile of job applicants to identify if any positive action is required to attract under-represented groups | Monitor job applicants for all posts within the Hard Federation            | Information collated from September 2015 and reviewed annually | Administrative teams in both schools                     | Executive Headteacher |
| X  | X | X | X  | X | X  | X  | All pupils to be encouraged to participate in School discussion in relation to all criteria                            | As part of the curriculum<br>As part of class based pupil voice activities | Ongoing  | All teachers members with responsibility for pupil forum | Heads of Schools      |
|  | X | X |    | X |    | X  | Continue to improve facilities for all pupils and local community use  | All building developments must have regard for this scheme                 | Ongoing  | Executive Head<br>Governors                              | All Governors         |
|  |   |   |    | X |    | X  | To work collaboratively within the Hard Federation   | To meet regularly to discuss ways to link the two schools                  | Ongoing  | Heads of Schools   | Executive Headteacher |
| X  | X | X |    | X |    | X  | To support local charities   | Pupils discuss and support different charities                             | Ongoing  | All teachers   | Heads of Schools      |

