HIGHFIELD SOUTH FARNHAM SCHOOL

The Continual Pursuit of Excellence

Single Equality Scheme

REVIEW: ANNUALLY LAST REVIEW DATE: 2024

Introduction

This Single Equality Scheme (SES) integrates the 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.

Legislation relating to religion or belief, sexual orientation and age are also included in the over-arching statement. It therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

In the Autumn of 2007 the then Department for Children Schools and Families produced a Single Equality Scheme and the Equality Act brings a statutory requirement for public bodies, including schools to have such a scheme.

It is a further requirement to review the Single Equality Scheme and any associated action plan annually and this will be through the Governing Body and will cover activity undertaken in relation to the three original equality schemes and the six equality strands together with the requirements for promoting community cohesion.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Statement

Highfield South Farnham School is a multi-cultural, multi-racial community of nearly 3000 people, both adults and pupils. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This will not happen in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. The staff and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between staff and a pupil breaks down. In such cases the school will give all the support it can to the pupil concerned and his or her parents even though redress to exclusion may be necessary.

Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make South Farnham School a real Equal Opportunities and Inclusive school.

Aims

Our main aim is to offer an education appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, or religious beliefs.

With regard to the revised SEN Code of Practice, the Index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability.

We aim to ensure that everyone at the school, (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies

We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's Single Equality Scheme, including Disability, Gender and Racial Equality policies and codes of conduct. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

Guidelines

Any provisions related to equal opportunities and racial equality must set out clearly its Aims and Objectives (with acknowledgement to the Development Education Association):

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the school offers. The 4-11 curriculum opportunities must be open to all. The school must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.

- The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self esteem.

More specifically this means the following codes of practice for governors and staff, pupils, parents and carers, visitors and contract staff.

Governors and Staff

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc. in the school will reflect its multi-racial population.

Attendance at in-service training courses on Equal Opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability and sexism and to recognise their own prejudice where it exists.

The school values the fact that many pupils are bilingual and will encourage the teaching and/ or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.

Pupils

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Pupils will be able to contribute to the development of Equal Opportunities and other school policies through the year and school councils.

If pupils feel they have been abused racially or bullied they should report the matter immediately to their teacher/Teaching & Learning Lead/Deputy/Assistant Headteacher (as appropriate). All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the Head Teacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher/tutor/year head (as appropriate). Anyone who has committed such offences will be dealt with appropriately - in the case of pupils this may include exclusion from the school.

All pupils should treat each other and staff with respect.

Parents/Carers and Visitors or Contract Staff

Parents/carers are very important to the school and in particular they have much to contribute to the Single Equality Scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the school Single Equality Scheme.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their sons or daughters have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Teacher/Tutor/Pastoral Coordinator/Senior member of staff (as appropriate).

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the Head Teacher or one of the Senior staff. They should also abide by the code of conduct established by the school in relation to the Single Equality Scheme.

Implementation

Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

- Admissions and transfer procedures
- Assessment, and subsequent groupings by ability/attainment levels
- Curriculum, teaching and learning (inc language and cultural needs)
- Pupil behaviour, discipline, punishment and reward
- Exclusions (fixed term and permanent)
- Racism, racial harassment and bullying
- Staff recruitment and career development
- Membership of the Governing Body
- Parental involvement
- Working with the community
- Support, advice and guidance given by teachers/tutors/year heads/ learning mentors/counsellors (as appropriate).

All contraventions of this policy will be treated as disciplinary matters.

Action Planning

As and when new objectives are determined an action plan will be developed by the named member of the SMT and data will be reported to the governing body and recorded appropriately.

Objective	Action	Performance criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

Evaluation (Monitoring and Assessment) & Concluding Notes

This policy is to be monitored by the designated personnel to ensure its effectiveness through the school's self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

This policy statement will continue to be discussed with pupils, parents/carers, interested parties, staff and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

The Single Equality Scheme should impact upon all the policies and procedures in the school and all other school policies and procedures will be assessed to ensure their compliance with this scheme.

Additional Notes on Disability Equality

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Promoting Disability Equality

This school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

These details have been developed through the involvement of representatives of the people it is intended to support. (Retain details of all consultation). By the end of September each year they will be revisited with representatives of the disabled children (and/or their parents), young people and adults who are, at that time, members of our school. (A record of this revisiting will be reported to the Governing Body and taken into the Public Minutes of its Meeting).

We will maintain information about all our school members whose impairment affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairments
- Mobility Difficulties
- Mental Health or Learning Difficulties

We will advertise the name of our designated Lead Professional for Disability Equality, who will ensure, in addition to the annual review, that disabled school members are involved in discussions about policy or practice changes that occur at times during the year.

The Lead Professional for DES will involve disabled school members and others in the production, delivery, monitoring and evaluation of an annual Action Plan for disability equality.
Monitoring Disability Equality

The Governing Body will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The Lead Professional for Disability Equality will collate information about the recruitment, development and retention of disabled employees based on data collection and on staff interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

The Lead Professional for DES will collate information about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews. The results will be reported to the Governing Body and incorporated in the public minutes of the Governing Body Meeting. The report to governors will include an evaluation of the efficacy of the school's arrangements for Disability Equality.

Developing Disability Equality

The Lead Professional for Disability Equality will gather together all the information relating to disability equality in order to produce an Annual Action Plan. In producing this plan there will be involvement of representatives of anyone in school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities.

The Action Plan will incorporate success criteria against which progress will be measured.

A key feature of the evaluation of our developing disability equality scheme will be its impact on disabled children and adults. Impact assessments will be an essential element of our review process and will focus on the extent to which we have taken the right actions and the extent to which school activities do not inadvertently disadvantage disabled pupils, employees, parents and carers and any other disabled people using the school's facilities.

All Action Plans will incorporate a timetable for action. Specific goals will be set for improving the educational attainment of disabled pupils though regard will always be given to the extent to which the gap between disabled and non-disabled children can reasonably be achieved in the case of those disabled pupils who also have special educational needs. Specific goals will also be set for increasing the number of disabled staff employed by the school though the appropriateness of this will be considered in relation to the size and location of our school.
Impact Assessment

As well as evaluating the actuality of the impact of our policies and practices (See Annex 7) we will seek the perceptions of disabled pupils and their parents and the perceptions of disabled adults. This will be undertaken in the following ways:

- The impact of policy and practice will be monitored against the stated goals of the initial DES and the subsequent Annual Action Plans.
- School Leadership will evaluate the impact of policy and practice using the published success criteria.
- School Governance will formulate a response to the progress made and the impact of policy and practice and their views will be taken into the record of a Governors' Meeting.

A decision will be made each year by the head teacher, on the recommendation of the Lead Professional for DES and based on the actual number of pupils and staff who are disabled, as to the method of gathering the perceptions of disabled pupils and/or their parents and members of staff. Whether the decision is to speak to all disabled members of staff or whether it is to carry out a survey, the outcomes will be recorded, considered by Leadership, reported to Governors and acted upon accordingly.

The Single Equality Scheme requires schools to consider the general and specific duties in promoting equality across the full range of protected characteristics namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Age (in role as employer, not in relation to pupils)

Schools have:

General Duty to

- Eliminate 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

Specific Duty to

- Publish information showing they have complied with the General Duty
- Publish evidence of the equality analysis undertaken
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

Information Showing how the School has complied with the General Duty

Duty	**Actions Taken**
Eliminate conduct that is prohibited by the Act	• We have reviewed the whole school profile and revisited and underlined the centrality of equality and inclusion in a community school that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural. • There are virtually no reported incidents of any kind of discriminatory

	or prejudice related to bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. • The school has an Equal Opportunities Policy in place and the current Equality Schemes and Disability Access Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Pupils who have particular needs are well supported in our school and they make progress in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened too. • Our Anti-Bullying and Behaviour Policies have been recently reviewed with pupil and parent engagement.
Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	• Equality and Inclusion are central to our school ethos. Values Led Education enables pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including global dimension. • Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. • We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media. • As a school we believe in 'Leadership for All'. Our school council is democratically appointed and is broadly reflective of the existing diversity of the school community.

Evidence of Equality Analysis Undertaken

Policy/Practice Considered	How the policy/practice was evaluated	Outcome of analysis
Behaviour	This policy has been reviewed recently with engagement from pupils through school council	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices
Anti-Bullying	Annually reviewed by SLT and Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends	A Bullying Log is maintained, but this will be reviewed to have a clearer focus on issues pertaining to the Equality Act.
Equal Opportunities	Reviewed annually by Governors	The Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered
Curriculum, Religious Education & SRE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE (2007-2011). Our SRE policy has been ratified by Governors.	Need to continue to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. SRE should consider the implications of Civil Partnerships alongside other relationships and family groups.
Teaching and Learning	Teaching and Learning is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by Senior and Middle Leadership and ratified by Governors. There are regular lesson observations by teachers and Governors	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.
Safeguarding	A core policy and area of practice and again closely linked to many others. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are have been incorporated into this policy	This policy links closely with the Equal Opportunities policy and reflects the new requirements around Health Related questions in applications etc

Details of Engagement Undertaken

Individual/Group engaged or consulted with	Nature of the engagement	Outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation.	Pupils report feeling safe and well-looked after in school. There are no reported incidents of prejudice related bullying but if there were, there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff are keen to deal confidently with all areas of diversity.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	Most parents regularly liaise with the school through PFA events and consultation evenings. Annual questionnaires receive a high response rates.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to Quality Communications with all parents.

Equality Objectives

Characteristic	Objective	Success Criteria	Date for Review
All	Continue to review all policies and undertake a comprehensive review to audit equalities issues and impact	All policies reviewed and updated in light of the Equalities Act and practices audited.	Spring 2020
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities	Lesson resources and assemblies etc provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own	Spring 2020
Gender	To narrow any gap in attainment between girls and boys and to identify trends of attainment for particular sub-groups based on race/disability etc	Attainment is similar between boys and girls	Spring 2020
Disability	Steps are taken to reduce and /or eliminate negative stereotypes of disability across the school and to promote positive understanding.	Lesson and curriculum observations identify a number of positive examples of disability and no negative stereotyping.	Spring 2020
All	Interested stakeholders receive requisite training in a range of equalities/diversities issues	CPD/INSET delivered to staff/governors /parents as required to promote confidence in challenging prejudice and promoting equality	Spring 2020
All	Seek to broaden and strengthen further our commitment to Quality Communications with all stakeholders	Communications available to stakeholders in a range of formats	Spring 2020

Summary

The school involves interested parties at all stages of development and review of the various components of the Single Equality Scheme.

Information is collected on race, disability and gender relating to staff, children and other interested parties and is used to inform policies, strategic planning and activities.

The School participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

The curriculum includes opportunities for pupils to understand issues relating to the key areas of race, disability and gender. Visual displays within the school reflect race, disability and gender issues appropriately.

All pupils are encouraged to participate fully in school life and every effort is made to ensure positive contribution from them.

In particular pupil achievement is analysed by race, disability and gender and where necessary informs action planning.

General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any potentially motivated incidents being reported to the Governing Body on a termly basis.

The School participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

Every effort is made to ensure that the physical accessibility needs of pupils, staff and visitors to the school.

Open evenings are held in areas of the school most easily accessed by parents and carers.

The needs of parents, pupils and staff are considered in respect of publishing and sending out information.