



## THE FOREST FEDERATION

### Public Sector Equality Duty Policy and Published Objectives 2016/2017 – 2017/2018

#### **Policy**

Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement that we should draw up and publish equality schemes or policies. It is still good practice however, for us to make a statement about the principles according to which we review the impact on equalities of our policies and practices, and according to which we gather and publish information, and decide on specific objectives.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We have used a variety of documentation to support the development of this policy including Valuing All God's Children 2, guidance for church of England Schools on challenging homophobic, bi-phobic and transphobic bullying - Church of England Education office second edition Autumn 2017).

#### **We see *all* (pupils, staff, families, community members and anyone who is part of our schools - local and global) as of equal value:**

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

This current policy is reflective on all protected characteristics even though this may not, at all times, reflect the schools' demographics.

#### **We recognise and respect difference.**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not and will not discriminate but nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

#### **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

Reviewed June 2017 – updated autumn 17 with Valuing All God's Children 2, guidance for church of England Schools on challenging homophobic, bi-phobic and transphobic bullying - Church of England Education office second edition Autumn 2017).

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

#### **We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We have consulted and involved pupils, staff, parents and Governors some of whom represent one or more of the protected characteristic groups:

- people of different ages,
- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, including pregnant parties
- people with different sexual identities.

#### **We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

#### **Objectives**

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

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## **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our expectations.

## **Ethos and organisation**

We ensure the above principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusion
- working in partnership with parents, carers and guardians
- working with the wider community

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including but not limited to prejudice around:

- disability and special educational needs
- racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- sexism and homophobia.
- ageism.

Our behaviour and anti-bullying policies provide guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with. Our commitment to the anti-bullying pledge scheme allows us to action plan on an annual basis responding to local needs. We keep a record of prejudice-related incidents in our schools on our specific discrimination forms which identifies the detail of an incident. These are always presented to the headteacher and investigated thoroughly. In addition, where appropriate we complete an online form which is reported to the County Council. We also provide annual reports to the Governing body and the local authority about the numbers, types and seriousness of prejudice-related incidents at our schools and how they are dealt with. See discrimination logging and analysis.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the schools comply with legislation, and that this policy and its related procedures and action plans are implemented.

A named member of the governing body has a watching brief regarding the implementation of this policy and annual reporting.

The headteacher is responsible for implementing the policy and the day to day coordination of this - for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and the schools as a whole
- deal with any prejudice-related incidents that may occur immediately, complete the correct documentation and inform the headteacher

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- plan and deliver curricula and lessons that reflect our expectations
- keep up-to-date with equalities legislation
- support pupils in their class for whom English is an additional language
- support disabled pupils and those with a special educational need, including mental health issues
- support pupils with a range of ethnic, cultural, national origin or national status differences
- support pupils equally whatever their gender and gender identity
- support pupils equally whatever their religious or non-religious affiliation or faith background
- support pupils equally whatever their sexual identity.

#### **Information parents and resources**

We ensure that the content of this policy is known to all staff and governors and parents and as appropriate, to all pupils. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

#### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and, and comply with reasonable requests relating to religious observance and practice.

#### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

#### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other Federation policies are dealt with.

#### **Monitoring and review**

We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, English as an additional language and gender. The policy and objectives will be reviewed on an annual basis and new objectives will be written, whenever it is appropriate but at least every 4 years.

Please note, as some of the information in our current schemes about equalities are useful we have kept but will not now publish the following:

- Disability Equality scheme
- Gender Equality Scheme
- Race equality policy

#### **Published objectives**

**The objectives chosen will support our main aims by:**

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation

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3. Fostering good relations between people who share a protected characteristic and those that do not
4. Developing, implementing and evaluating skills based, creative curriculum that promotes the understanding and celebration of difference, diversity and inclusivity.
5. Developing our individual schools' and community cultures that promotes the understanding and celebration of difference, diversity, inclusivity and positive ethos. So that we all understand that everyone can achieve their potential regardless of their background or ability.

**How we devised our equality objectives:**

Our equality objective setting process has involved gathering quantitative evidence about each schools' individual context from a range of characteristics such as Pupil premium pupils including looked after, pupils with SEN including physical disabilities, ethnic minority and children with English as an additional language, traveller families, faiths, summer birthdays, those with child protection plans or agency support for mental health, emotional and behaviour support needs etc. and children from within and out of catchment. We also use data; local, county and National Raise online (where available and appropriate) on all protected characteristics. We also review discrimination and anti-bullying logs.

Objectives	Actions	Leaders	Cost / Resources	Time Scale	Outcomes/ Success Criteria	Monitoring/ Evaluation
<p>Rationale:</p> <p>At <b>Needwood</b> several pupils currently attending and registering interest in admissions have specific physical needs. We have had a significant changeover of staff, do all staff understand these needs? Are they all able to support the children's needs? Does our site and equipment support these needs? Are we prepared for the specialist care needed for new children starting at our school?</p> <p>At <b>Rangemore</b> we have less children with physical needs, are we catering for the children we have in our school? Is our environment adequately suited to meet these and future needs?</p> <p><b>Forest Federation.</b> Do the children all have the opportunities that all other children have, are we inclusive? Do children across the schools have an understanding of difference and diversity?</p>						
<p><b>Improve staff understanding and knowledge of the physical need and communication with agencies and parents.</b></p>	<p>Ensure all staff have access to the information from agencies.</p> <p>Ensure all staff have access to care plans and risk assessments.</p> <p>Involve staff in creating these care plans and risk assessment.</p> <p>Ensure staff have training in the types of disabilities the children have – either with external agencies or in house</p>	HT / Staff.	£300	<p>To have a much better understanding (when we have a more secure staffing structure) of each pupils needs (substantive staff – immediately)</p> <p>To ensure environment and resources</p>	<p>Do staff have sufficient knowledge to support children effectively?</p> <p>Are children with physical needs supported appropriately?</p> <p>Do they have an inclusive curriculum?</p> <p>Is the site and are resources appropriate?</p> <p>Is the accessibility plan up to date and appropriate,</p>	<p>Discussion with parents, staff and pupils.</p> <p>Resource audit.</p> <p>Site audit and accessibility plan.</p> <p>Evaluations of training and support.</p> <p>Curriculum review.</p>

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<p><b>Ensure the site and resources are appropriate for pupils with physical needs.</b></p> <p><b>Ensure equal opportunities for all children with physical needs.</b></p> <p><b>Ensure children across the schools have an understanding of difference and diversity.</b></p>	<p>training.</p> <p>Ensure the physical needs of pupils are considered in meetings with parents and staff such as consultation evenings.</p> <p>Site audit. Resource audit. Update accessibility plan. Fire evacuation considerations.</p> <p>Ensure we have wheelchair access for venues visited and transportation to visit sites.</p> <p>Ensure resources (physical and staffing) allow children to access all areas of the curriculum.</p> <p>Review dare to be different action planning and ensure our curriculum and values and approaches ensure an understanding and respect for disability.</p>			<p>are appropriate on an ongoing cycle of development.</p>	<p>are any works needed?</p>	
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Objectives	Actions	Leaders	Cost / Resources	Time Scale	Outcomes/ Success Criteria	Monitoring/ Evaluation
<p>Rationale: Both schools have a number of children who have English as an additional language however the needs of these children have been different in each setting. Targets are cross school as the demographic could change for either school however, in order to provide the rationale each school has been outlined separately: Some pupils admitted to <b>Needwood</b> arrived in school with little or no English. How do we support them with the acquisition of English? How do we communicate with families for whom their spoken and indeed ability to read English is limited?</p>						

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<p>At <b>Rangemore</b>, pupils who have EAL use English and another language at home. Generally English is deemed to be good and whether it is the development of a language spoken at home, or the acquisition of a new language, these skills are rapid and effective in the Early stages, however, once the level language used, reading for inference and specific complexities of language are developed how can we maintain progress and achievement?</p>						
<p><b>Improve the transition for and the achievement (progress and attainment) of pupils with English as an additional Language.</b></p>	<p>Contact the Minority Ethnic achievement team for support and initial assessment. Secure translator support where necessary. Offer letters and newsletters in other languages where practicably possible. Provide ICT support such as google translate and additionally, have checklists, word lists and key words etc. in child's language in the classroom for support. Attend training on developing minority ethnic and EAL achievement. Research the acquisition of language skill and development for children new to and using English as an additional language. Ensure pupils who are underachieving make accelerated progress through quality first teaching and intervention groupings.</p>	<p>HT / Staff.</p>	<p>£300</p>	<p>To have a much better understanding so that practice can be embedded in the event of a new pupil entering and that we can support current pupils.</p>	<p>Are children with EAL acquiring effective English in order to learn? Has their transition been smooth and are they settled and happy? Are they making good progress? Are they accelerating to National expectations or beyond, ensuring value added achievement from their starting points.</p>	<p>Pupil progress and attainment data analysis of groups. (taking into consideration the fact that some EAL are SEN/FSM or other vulnerable groups), Pupil progress meetings and discussions.  Evaluations of training and support from the MEAS team.</p>