

## FOREST SCHOOL

<b>POLICY TITLE</b>	<b>Single Equality Scheme</b>
<b>PERSONS RESPONSIBLE FOR POLICY</b>	GOVERNING BODY

### **WHO IS GOVERNED BY THIS POLICY**

All pupils, staff, Governors and parents

### **POINT (S) OF CONTACT**

The Headteacher  
The Director of Inclusion  
The Governor with responsibility for Inclusion and Disabilities

### **LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:**

Inclusion policy  
Anti-bullying policy  
Behaviour for Learning policy  
Exclusion and Isolation policy  
Access Plan

### **MAIN ECM OUTCOMES (EVERY CHILD MATTERS)**

Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being

# Introduction

At The Forest School we aim to be an outstanding school enabling each boy to achieve his personal best irrespective of race, faith, disability, sexual orientation or socio-economic background. We are committed to promoting equal opportunities and tackling discrimination for pupils and staff. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to provide a fair environment and to comply with the law. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Forest School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Single Equality Scheme covers the following:

1. Equality and the law – a summary of the key points in the legislation with which we must comply
2. Responsibilities for equality and the school's Single Equality Scheme
3. Promoting equality – our practices to promote equality and tackle discrimination
4. Action Plan – further actions we plan to take to promote equality
5. Appendix 1: A profile of the school's diversity.

## Equality and the law

The Forest School must comply with The Equality Act 2010 in the provision of education and as an employer. This Single Equality Scheme has an Action Plan which outlines the actions The Forest School will take to promote equal opportunities and tackle discrimination. It replaces our previous policies on equal opportunities and the Disabilities Equality Scheme with its accompanying action plan.

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination against protected characteristics that are unlawful. In drawing up this Scheme, full consideration is given to all relevant existing legislation.

Protected characteristics are:

- Race
- Religion or Belief
- Disability
- Age
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

As an all boys, 11-16 school, some of these protected characteristics are not relevant for pupils, although all may be relevant for staff.

Discrimination means treating someone less (or more) favourably than a "comparator". It can be direct, indirect or "arising from disability". Harassment (which is one form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their protected characteristic eg race, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

The Act includes a single Equality Duty (public sector only) which applies to schools. In respect of all the protected characteristics except age and marriage/civil partnership, this equality duty requires The Forest School to have due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation;
- advance equality of opportunity; and
- foster good relations.

Advancing equality of opportunity involves:

- removing or minimising disadvantages
- taking steps to meet people's needs
- encouraging participation in any activity in which participation by such people is disproportionately low.

Fostering good relations involves:

- tackling prejudice, and
- promoting understanding.

## Responsibilities for equality

### Responsibilities

- The **Governing Body** and the **Headteacher** are responsible for ensuring the school complies with the relevant equality legislation and making sure that the school's Single Equality Scheme and its procedures are followed and that progress on the accompanying Action Plan is monitored.
- The **Business and Resources Manager** is responsible for ensuring access arrangements including for pupils with temporary disabilities by liaising with health professionals and families; and for ensuring HR policies and procedures promote equality.
- The **Director of Inclusion** is responsible for planning and provision for all pupils with disabilities and for monitoring the progress and achievements of groups of pupils and the effectiveness of provision.
- All **Staff** are responsible for promoting equality and challenging discrimination. Training is built into the action plan to develop awareness of equality and how to promote inclusion in all aspects of learning.

### Review of policy

The Single Equality Scheme and accompanying Action Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Action Plan annually and review the entire Scheme (with The Action Plan) on a three year cycle. An annual report will be made to Governors, which will describe progress against the accompanying Action Plan. This report will be available on the website. The Action Plan will be updated annually in the light of information gathered.

### **1.3 Consultation and involvement**

It is a requirement that the development of this Scheme and the Action Plan within it have been informed by the input of staff, pupils and parents and carers. As a school we regularly gather stakeholder views on many topics including equal opportunities via

- the Parent Forum
- parent surveys
- staff surveys and through staff meetings / INSET
- the school council and PSHE lessons
- annual reviews and reviews of progress on Pupil Support Sheets
- Governing body meetings.

Further consultation on targeted equal opportunities is included in the Action Plan.

### **2.4 Publishing the Single Equality Scheme and Action Plan**

To comply with the law to publish the Scheme, we will:

- Publish our Scheme and Action Plan on the school website;
- Raise awareness of the Scheme through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## **How we promote equality**

The Forest School operates equality of opportunity in its day to day practice in the following ways.

### **Promoting equality in teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use our monitoring and tracking and evaluation systems to improve the ways in which we provide support to individuals and groups of pupils, to raise standards and ensure inclusive teaching;
- Monitor achievement data by race and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Structure our curriculum in such a way that all pupils can access learning opportunities that best meet their needs and aspirations;
- Provide regular staff training in meeting the needs of individuals and groups of pupils, with specialised training for Teaching Assistants supporting individuals with disabilities;
- Compile Pupil Support Sheets (PSS) for pupils with special needs and/or disabilities which outline difficulties and give suitable strategies and adjustments for staff to use and review these annually;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population, local community and county in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist, sexist, homophobic and other discriminatory behaviour or prejudice;

- Promote a respect for human rights and the toleration of differences through our assembly programme, vertical tutor group activities, PHSE curriculum and other schemes of work;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils;
- Seek to involve all parents in supporting their son's education.

### **Promoting equality in admissions and exclusions**

The Forest Schools is an all boys, 11-16 school. Our admissions arrangements are fair and transparent, and in line with West Sussex County Council policy. We do not discriminate on race, faith, disability or socio-economic factors.

Exclusions are always based on the school's *Behaviour for Learning* and *Exclusion and Isolation* policies. We closely monitor exclusions to avoid direct or indirect discrimination.

### **School building and access**

A detailed access audit has been completed by Miller Hughes Associates (independent consultants) and our 3 year Accessibility Plan is currently under review. All new builds and refurbishment projects include disabilities adjustments. For example, the refurbished reception now has a ramp for wheelchair access and electronic doors. New toilets and a therapy room have been provided for those with disabilities.

The school was built in 1950's and is split level but has a stair lift on the main staircase and ramps to improve access. There are, however, areas which are inaccessible to wheelchair users.

The new Business and Enterprise Centre building has full disabled access and facilities.

Other centres and venues used by the School for trips are checked for accessibility as part of the suitability checking processes.

### **Staff training and awareness**

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Regular training is provided to support staff in meeting these expectations.

In summer 2010 full staff training was completed in the areas of racism awareness and homophobic bullying.

Training has taken place for the Senior Leadership Team and the Governing body on the Disability equality duty. All staff members are offered training in teaching pupils with specific disabilities as the need arises and hearing impairment and epilepsy training will be renewed in spring 2011.

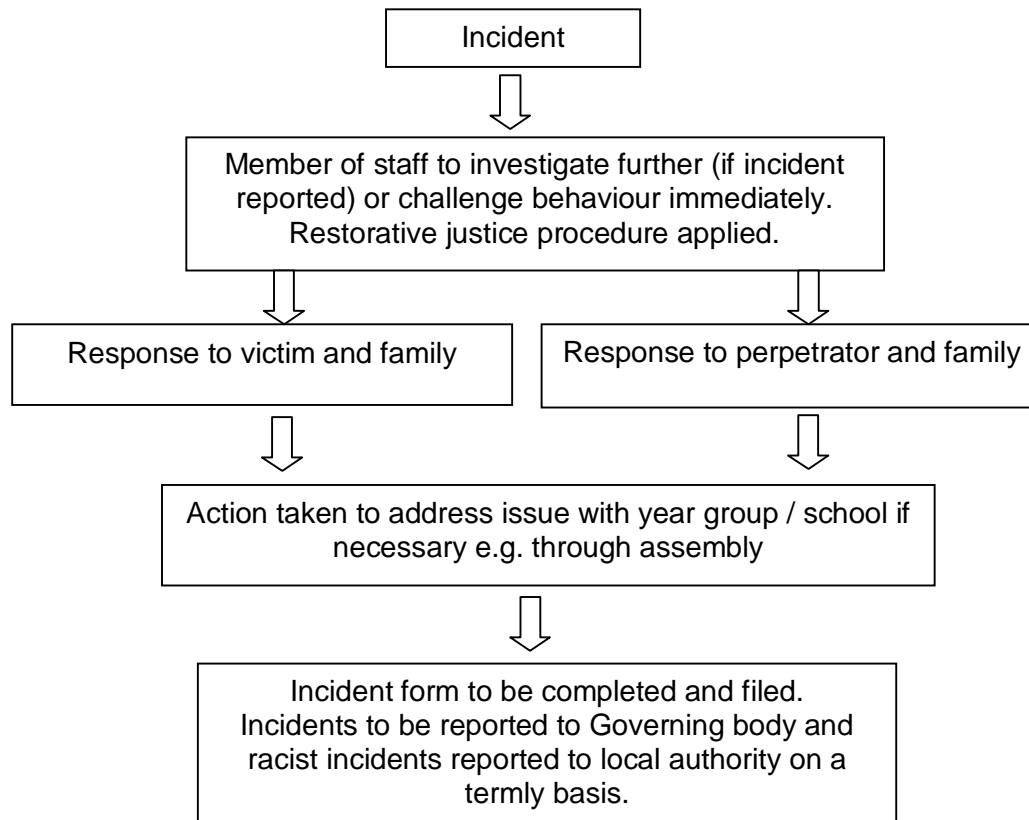
Members of the Inclusion team are provided with specialist training for example in disabilities associated with autism and dyslexia and in 'Moving on Up' to provide access to PE for those with mobility disabilities. The school was re-designated as a holder of the West Sussex 'Autism Aware Award' in December 2010.

### **Tackling discrimination against pupils**

This section should be read in conjunction with our *Anti-bullying* policy which explains how the school tackles any form of bullying and our *Behaviour for Learning* policy which sets out our expectations that pupils and staff should treat each other with mutual respect and how we use restorative justice to tackle inappropriate behavior.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Senior Leadership Team/ Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis. Bullying related to disabilities is also reported to the governing body.

Responding to and reporting incidents:



### Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at The Forest School. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce irrespective of gender, race, disability, age, sexual orientation, gender re-assignment and faith or religion.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention;
- Protection of staff from bullying or harassment by other staff, pupils or parents;
- Fair and transparent performance management systems;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Whilst the role of the Senior Leadership Team, Subject Team Leaders and other managers is important in making this policy effective, there are also duties placed upon all staff, which are outlined below. The success of this policy relies on the understanding and support of all staff and it is important that everyone takes account of the policy when managing staff or dealing with colleagues on a daily basis.

Managers, Specialist Advisers or any staff member involved in the activities listed below have a particular responsibility to comply, when:

- recruiting staff;
- making decisions about work related opportunities, promotion and reward issues;
- managing performance, appraisals and the allocation of training;
- dealing with requests for flexible working and career breaks;
- managing pregnant workers and those with dependant care responsibilities;
- making selections for redundancy;

Staff must not:

- discriminate against colleagues, other workers or job applicants, or harass them;
- encourage or try to encourage staff to treat others unfairly or to practice unlawful discrimination;
- victimise people who have made allegations or complaints of discrimination or who have provided information about such discrimination.

The Forest School will not tolerate the above and where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then they could be liable to a claim being brought against them as an individual, for example at an Employment Tribunal. The staff member could also be liable to disciplinary action in accordance with the West Sussex County Council’s Standards of Conduct requirements, which could result in dismissal.

**Responding to incidents of discrimination against staff and staff raising grievances re equal opportunities**

For guidance, staff should refer to the relevant sections of the WSCC HR Manual.

**Action plan**

Our three year Disability Equality Action Plan has been reviewed and any ongoing or outstanding actions have been incorporated into this Action Plan.

Schools are expected to gather and analyse equality information relating to all the protected characteristics, where relevant and proportionate. It is recommended that this includes consulting and involving people from protected groups: pupils, parents, staff, governors, neighbours and trade unions. Ideally these people should to be actively and meaningfully involved and not just consulted after the event.

Action	Who: Lead and other	When
1. Identify any data we need to monitor and analyse in addition to that already tracked and analysed for individuals or groups. This is likely to include the following: <ul style="list-style-type: none"> <li>a. Monitoring in terms of race/ethnicity as a group where this applies to more than 10 boys of the same race;</li> <li>b. Monitoring in terms of disability as a group where this same disability applies to more than 10 boys eg ASD and Dyslexia</li> </ul>	TJW	Termly Governors report  Annual Inclusion report  Termly reports to LA

c. Include this additional data in the annual report to governors.		
2. Evaluate the effectiveness of the new 'nurture group' for impact on achievement and evaluate effectiveness of reintegration into mainstream to ensure there is no unintended discrimination.	TJW	September 2011
3. Ensure that the whole-school elements of the Single Equality Scheme are embedded in the SIP and the Inclusion TIP to ensure all relevant aspects of equality continue to be promoted and monitored.	SCVD TJW	September 2011
4. As part of the drive to increase parental involvement in general, specifically seek to involve parents of boys with protected characteristics in identifying any need for further actions to promote equality and tackle discrimination eg through a survey for Year 7 new parents once boys have settled in and via the parents forum.	TJW	Y7 Settling In Evening Autumn Term 2011

5. For new entrants, ask parents to disclose any disabilities that might need to be considered when communicating or accessing the school.	SCVD	September 2011
6. Ensure that the new prospectus and website reflect the diversity of the school.	SCVD	July 2011
7. As part of next year's plans to improve Gifted and Talented provision, encourage and monitor participation of those who are registered G&T with protected characteristics.	SCVD	September 2011
8. Develop new 3 year Accessibility Plan within the required time-scale.	GME	2011-12
9. Continue to run the 'Enable Me' enrichment day for Year 8 to promote positive perceptions of disability and continue to display the work around the school.	LWD	2011-12
10. Continue to encourage and monitor the participation of pupils with protected characteristics in wider activities.	TJW	2011-12
11. Continue to run the assembly and vertical tutor group programme with themes focusing on equal opportunities, respecting difference, anti-bullying etc	FHD	2011-12
12. Continue work on improving differentiation to address individual needs and effective use of Pupil Support Sheets.	TJW	2011-12
13. Continue programme of staff training on promoting equality and tackling discrimination.	TJW	2011-12
14. Implement recruitment and career progression monitoring of all promoted posts by gender, race, etc	SCVD ACY	2011-12
15. Consider introducing a PM objective relating to the promotion of equality for each member of staff.	SCVD ITS	July 2012
Continue to review policies for adverse impact on pupils and staff.	Inclusion Governor	2011-12

## Appendix 1 – School Diversity Profile 2011

The Forest School is an all boys 11-16 school.

### Gender profile

	PUPILS	STAFF	GOVERNORS
<b>GENDER – male</b>	1048	56	9
<b>GENDER – female</b>	0	120	4

The profile of staff with managerial responsibilities:

	All staff	Promoted Teaching and Learning Responsibility posts (teaching staff only)	Promoted Leadership Team posts (teaching staff only)
<b>GENDER – male</b>	56	6	5
<b>GENDER – female</b>	120	4	4

### Age profile of staff

Age range	All staff	Promoted Teaching and Learning Responsibility posts (teaching staff only)	Promoted Leadership Team posts (teaching staff only)
<b>20-30</b>	19	5	
<b>30-40</b>	23	3	2
<b>40-50</b>	69	2	4
<b>50-60</b>	37		3
<b>60+</b>	19		

### School profile – Race / ethnicity

	PUPILS	STAFF	GOVERNORS
<b>RACE/ETHNICITY -</b>			
White British	904	153	8
Any Other White background	52	10	
Refused	13		
White & Asian	12	1	
White & Black Caribbean	12	1	
Any Other Asian background	12	2	
Indian	10		
Bangladeshi	6		
Any Other Mixed background	6		
Any Other Ethnic Group	5	3	
White Irish	5	1	
Black African	4		
Pakistani	3		
White & Black African	2		
Chinese	1		
Information not obtained	1	5	1

## Pupil profile (disabilities)

218 boys have a registered disability – this is 20.5% of all pupils. 15 of these boys have more than 1 disability. Incidences of disability as defined by The Equality Act are as follows:

<b>DISABILITY</b>	<b>Incidence of disability</b>
Dyslexia	65
Social Communication	46
Learning Difficulty	46
ASD	36
Tourettes	5
Mobility	5
Hearing Imp	5
Epilepsy	5
Chronic Fatigue	2
Physical Disability	1
Diabetes	1
Arthritis	1
Visual Imp	0
Crohns	0
Cerebral Palsey	0

This will vary from year to year. As a boys' school, there is a higher than national average number of pupils on the Autistic Spectrum and of pupils with Dyslexia as the incidence of these disabilities in boys is higher.

### Number of pupils with more than 1 disability

<b>YEAR GROUP</b>	<b>NUMBER OF PUPILS</b>
<b>7</b>	5
<b>8</b>	1
<b>9</b>	2
<b>10</b>	3
<b>11</b>	4
<b>TOTAL</b>	<b>15</b>

These figures can hide undisclosed disabilities. Pupils and new entrants are encouraged to disclose disabilities and to report any new or newly diagnosed disabilities.

The School has excellent links with school SENCOs in partner schools to facilitate information transfer and planning at transition.

### Staff with disabilities

Three members of staff have disclosed disabilities. In these cases the School has shown itself to be flexible and ready and able to make adjustments.

### Parents and other users with disabilities

No information is collated on parents or other users of the School, including governors or members of the PTA, with disabilities.