

Fort Royal

Community Primary School

"Play, Learn, Laugh, Succeed"

FORT ROYAL PRIMARY SCHOOL

EQUAL OPPORTUNITIES POLICY AND EQUALITY INFORMATION & OBJECTIVES STATEMENT

HISTORY OF POLICY REVIEW/CHANGES

| Date | Page | Details of change | Amended by | To be Ratified |
|------|------|-------------------|------------|----------------|
| | | NO CHANGES | | |



**EQUAL OPPORTUNITIES POLICY
AND
EQUALITY INFORMATION & OBJECTIVES
STATEMENT**

**FORT ROYAL COMMUNITY
PRIMARY SCHOOL**

| | |
|------------------------------------|---------------------------------------|
| Prepared by: Headteacher | Responsibility of: Headteacher |
| Last Review: September 2018 | Next Review: September 2021 |



EQUAL OPPORTUNITIES POLICY

Policy Rationale:

Fort Royal School seeks to create a supportive environment which is free from discrimination and which encourages all pupils, staff, parents and other professionals to participate fully in the life of the school.

Equal Opportunities is about helping everyone involved at Fort Royal School to have the opportunity to take a full and active role in the school regardless of any reason, including but not limited to:

- Sex/gender
- Religion or belief
- Ability
- Disability
- Class
- Age
- Marital status
- Responsibility for dependants
- Race
- Colour
- Nationality
- Ethnicity
- Cultural identity or lifestyle
- Financial status
- Sexual orientation
- Pregnancy and maternity

Aims:

Fort Royal School will:

- Promote the concept of equality of opportunity throughout the school both for pupils, staff, parents/carers, Governors and the wider community
- Seek to develop an understanding of human equality and equal opportunities
- Promote an awareness and respect regarding the diversity of cultures in our society and the world at large
- Make available all relevant policies to pupils, staff, Governors and all other agencies with which the school has dealings
- Implement, monitor and review the policy as agreed
- Be mindful of legal requirements and codes of conduct

Legal Framework:

The following legislation applies to all:

- Prevention from Harassment Act 1997
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- SEN Code of Practice 2015
- Children and Families Act 2014

Implementation of Policy:

Pupils:

- Pupils should be valued and respected as individuals
- Pupil grouping should be with reference to individual needs or age
- Pupil gender should not be used for registration or organisational purposes

Staff:

- Staff should know that they are valued and that their roles are of equal worth
- Staff should have annual professional development interviews and opportunities to develop professionally
- Staff should ensure that all pupils are valued equally as individuals and foster self-esteem among all
- Staff should endeavour to relate positively to the cultural diversity of British society and the world community
- The provisions of this policy extend to the consideration of job applications and selection processes and apply to prospective employees as well as current staff

Parents/Carers and Visitors:

- All parent/carers and visitors should be treated with respect and understanding
- Additional needs regarding access, sensory loss or language etc. should be given due consideration

Governors:

- All Governors should have a copy of the Equal Opportunities Policy
- The Governing Body shall support all initiatives regarding the full implementation of this policy

Curriculum:

- The school curriculum should be broad, balanced and relevant to all pupils
- Varied teaching styles should be incorporated to suit pupils' learning styles
- All pupils should have equal opportunity and choice of extra-curricular activities
- All pupils should be offered a range and choice of appropriate leisure activities
- All pupils will be supported to understand the full range of options available to them for their transition from school
- Discrimination or stereotyping should be challenged in all areas of the curriculum The curriculum should recognise that some pupils do not have English as their first language and value this contribution towards learning

Environment:

- The school environment should provide positive images and role models in displays which reflect the experiences and background of all children in a multi-cultural society
- The school's physical environment should allow full access regardless of disability

Rewards and Sanctions:

- The Headteacher has ultimate responsibility for the implementation of equal opportunities within school and that should be understood by pupils, staff, parent/carers and Governors
- All staff are responsible for following the Equal Opportunities Policy and the reporting of any incidents of unequal treatment of individuals to the appropriate member of the Senior Leadership Team
- When dealing with any such problems staff should deal fairly with the situations presented to them
- Good behaviour and effort should systematically be recognised and celebrated throughout the school

Procedure for Issues Relating to Discrimination:

- Any individual who wishes to raise a complaint regarding discrimination should report these through the School's Complaints Procedure or Grievance Procedure

Evaluation:

- The context in which the above policy operates and/or the area of the curriculum to which it applies, demand that the policy is reviewed at suitable intervals.

Chair of Governors Date

EQUALITY INFORMATION & OBJECTIVES STATEMENT

Basic Characteristics as of September 2018

NB these Characteristics are correct at the time this Policy was written (see above)

Pupils:

| General Characteristics | |
|--|-------------|
| Pupils on role | 264 |
| Female pupils | 79 (29.9%) |
| Male pupils | 185 (70.1%) |
| Pupils receiving free school meals | 65 (24.6%) |
| Pupils whose 1 st language is not English | 21 (7.9%) |
| Stated Ethnicity | |
| White British | 145 |
| Other white Background | 8 |
| Asian or British Asian | 5 |
| Mixed white and Asian | 2 |
| White and Black Caribbean | 1 |
| White and Black African | 2 |
| Chinese | 2 |
| Other ethnic group | 5 |
| Stated Religion | |
| Muslim | 16 |
| CofE | 45 |
| Roman Catholic | 11 |
| Other Christian | 21 |
| Hindu | 2 |

Staff:

Protected Characteristic: Staff Pregnancy/Maternity

| Number of Staff | Pregnant | Maternity | Adoption |
|-----------------|----------|-----------|----------|
| 179 | 3 | 1 | 0 |

Protected Characteristic: gender Reassignment

No data is collected by the school about gender Reassignment of the pupils or staff population

Staff by Occupation group and gender

| Occupation | Male | Female |
|--------------------|------|--------|
| SLT | 1 | 6 |
| Teacher | 2 | 20 |
| Teaching Assistant | 7 | 118 |
| Support staff | 8 | 11 |

Staff by Disability

| Male | | Female | |
|--------|------|--------|------|
| Number | %age | Number | %age |
| 0 | 0 | 2 | 1.1 |

Staff by Ethnicity

| | |
|--|-----|
| Total Staff | 173 |
| White British | 145 |
| Other White background | 8 |
| Mixed White and Black or Black British | 2 |
| Asian or British Asian | 15 |
| Black or Black British | 3 |

Sexual orientation

No data about Sexual orientation is collected or held by the school.

Marriage and Civil Partnership

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Collecting and analysing equality information for pupils at Fort Royal School

Fort Royal is an inclusive special school and we aim to use the learning, specialist facilities and resources to encourage all individuals to fulfil his or her potential. We collect and analyse the following equality information for our pupils;

- Attainment levels
- Attendance levels
- Exclusions
- Participation in extracurricular activities and school visits
- Behaviour incidents (including racist incidents)

Collecting and analysing equality information regarding employment and Governance at Fort Royal School

Fort Royal School is committed to providing a working environment free from discrimination, victimisation and harassment where staff are valued for their ability and skill to provide the best opportunities for pupils. We aim to recruit an appropriately qualified workforce that is representative of all sectors of the community in which we work. We collect the following profile information for our staff:

- Applicants for employment
- Staff profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

Equality Objectives

The following equality objectives have been identified:

1. To promote British values and the Prevent duty.
2. To work with others schools, professionals and institutions to provide the pupils the very best transitions and future outcomes.
3. To continually review the learning environment to ensure we are making the most appropriate changes in order to meet the needs of our pupils (see accessibility plan).