



# FRAMWELLGATE SCHOOL DURHAM

## Title and Description

**Single Equality Scheme 2016-2020**

<b>Date of last review</b>	Reviewed and updated September 2016
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	Pastoral Working Group
<b>Responsibility</b>	Academy Business Director
<b>Review period</b>	Policy: four yearly Appendix: annually
<b>Date of next review</b>	Policy: October 2020 Appendix: October 2018

## Framwellgate School Durham

### Single Equality Scheme (2016-2020)

#### Equality, Diversity and Accessibility Plan – Information and Objectives

Framwellgate School Durham believes in turning potential into performance. The school has a long-standing commitment to promoting community cohesion and equality as well as respecting diversity. The school strives to ensure that every student and member of staff, no matter their background or family/personal circumstances, fulfils their potential.

Promoting equality is consistent with the stated vision and aims of the school and supports our strategic priorities. The aims of the school and our Policy on Promoting a Culture For Learning make explicit reference to showing respect to others.

This document enshrines our commitment to Equality and Diversity and is supported by our Policy on Equality, Diversity and Community Cohesion.

As a result of the 2010 Equality Act, the school will have due regard of its need to:

- 1) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act;
- 2) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- 3) foster good relations between persons who share a protected characteristic and persons who do not.

The protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

In addition to these three general aims/elements the school has specific duties that require it to:

- 1) publish information to demonstrate how we are complying with the Public Sector Equality Duty, and
- 2) prepare and publish equality objectives

Framwellgate School Durham welcomes the opportunity to renew its work in this area and to publish information and objectives about equality and diversity. The publication of such information helps to ensure parents/carers can make an informed decision about which school to send their children to. Sharing such information with the public and our 'stakeholders' demonstrates a commitment to transparency and accountability on the part of the school.

**Our equality objectives** are noted below:-

- 1) Ensure staff are familiar with
  - a) School policies and procedures relating to dealing with 'sensitive issues', reporting and responding to 'hate and prejudice driven behaviour' (including alleged racist and homophobic incidents).
  - b) Our general and specific duties under the Equality Act.

Through attendance at relevant CPD certain staff will enhance their understanding of equality and diversity issues.

- 2) Continue to raise staff and student awareness of equality and diversity issues and the issue of respect. Activities will include:

- Research project with Durham University
  - Investing in Children research/Award
  - House Assemblies
  - General House Assemblies, Linking Schools Project programme on cultural diversity
  - Training of peer supporters (Anti-bullying) by BIG (Bullying Intervention Group)
  - Staff to lead Durham University Equality and Diversity Panel for Initial Teacher Trainees with group of FSD students.
  - Humanutopia events (since December 2013)
  - Hate Crime Assemblies by PCSO and Year 10 carousel as part of 'Prison Me, No Way' day.
- 3) To further highlight matters to do with equality and diversity, and in light of the Equality Act, review and revise:
- a) The school Policy on SEND / Inclusion, Assemblies and Collective Worship as well as the Position Statement on Dealing with Sensitive Issues.
  - b) The Curriculum and active citizenship events (enrichment/collapsed timetable events as noted in Student Experience Provision Maps).
- 4) Address staff concerns about homophobic language being used within a particular Year 7 class with an educative stance about respect and tolerance. ('Baseline' assessment of issue and possible later 'measurement' after interventions), including PCSO / drama event) and interventions by Humanutopia. As appropriate, make use of NASUWT and Stonewall resources.
- 5) To seek further opportunities to address the issue of gender stereotyping in literature (in liaison with the Library Manager). To challenge gender stereotyping, as it relates to the career choices of female students through the purchase of library books, the work of the STEM ambassador, especially the Sixth Form Internship programme and the whole-school Enterprise Week.
- 6) To further develop the strand of the Key Stage 3 Tutorial Programme and the role of the assigned Pastoral Manager that supports the development of the literacy skills of our students for whom English is an additional language (EAL). To facilitate staff CPD, as appropriate, on the issue of support for EAL students.
- 7) To review SEND / Inclusion Policy (see 3b) and the schools provision including the Achievement Centre Directorate and a focus on the local/school offer and provision mapping for SEND and/or Pupil Premium students.

The September 2011 UK Statutory Instrument, which outlines what schools must do in relation to the publication of information and objectives, says that, although information, must be updated annually (to take account of students entering the school and leaving it, and of changes among the staff) our objectives can remain the same for up to four years. We anticipate that some of our objectives will be retained for at least one additional year, but others are likely to change.

We will update specific information annually after the start of each new academic year, and this will be published in a separate document (Appendix 1).

The school will not publish information which makes it possible for individual students or members of staff to be identified.

When the information and objectives are published each year, we will review the progress we are making in relation to the objectives. These objectives will be rooted in our self-evaluation process and will be an element of our general school improvement work. A member of the School Leadership Team will have a strategic lead in this area and liaise with the Personal Development, behaviour and welfare Working Group of the Local Governing Board (and the Trust Board, as appropriate).