



Single Equality Scheme & Action Plan 2015

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools this means that it is unlawful to discriminate against students or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics' but do not apply to our provision for students at Fortismere.

Under the Act, Fortismere is expected to comply with Public Sector Equality Duty. This policy sets out how we will comply with that Duty.

Fortismere Single Equality Scheme (SES) & Action Plan

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Section 1: Fortismere - Introduction

1.1 Our school

Fortismere is a high achieving, dynamic, mixed foundation secondary school, and is highly regarded by the local Muswell Hill community that it serves. We have a strong focus on outstanding progress and attainment for all of our students, as well as cultural enrichment. In our last Ofsted report we were rated as 'outstanding'. Additionally, The Times newspaper rated our school as 11th out of the 20 best comprehensive schools in the country.

Each year, more than 1500 students compete for a place at our sixth form, which has 450 places. There is an impressive range of subjects to study, including traditional A levels, and subjects like Further Mathematics and Economics. We also have an excellent further education programme, where students are mentored to apply for Oxbridge, Russell Group and Ivy League universities. In the last three years over 50 Fortismere students have taken up places at Oxbridge and medical schools.

Our examination results are outstanding but we are never complacent and each year we seek to raise attainment and ensure outstanding progress for every student from the time they join us to the time they leave. At GCSE, results over the last two years have been consistently above 85% in terms of students gaining five or more A* to C grades. Maths and English have been consistently high in the 80+% range. At A level, 65 to 72% of students' grades are A* to B grades.

We believe that outstanding progress and attainment will be achieved by:

- constantly challenging and raising aspirations;
- insisting on the highest standards in terms of attendance, punctuality and behaviour;
- providing the right support and teaching strategies;
- and timely, well planned interventions.

We place great importance on traditional values in terms of courtesy towards and consideration for others, respect and acceptance of others' differences. We are also passionate about teaching and learning and seek to instil the importance of each day as another opportunity to learn and develop; at Fortismere we intend to make the saying 'carpe diem' a reality.

The school vision

Fortismere will continue to be an outstanding, popular and successful school. It will win hearts and minds through adding value to its students and staff, playing a key role in its wider community and leading innovative practice that impacts nationally and internationally. All staff from both, teaching and non- teaching teams will share this vision and be committed to contributing to a dynamic learning environment which results in significant and measurable year on year improvement in all key stages. Fortismere will have an active mind, a finger on the pulse and a big heart.

1.2 Fortismere School Aims:

Aims for students

1. Extending the knowledge, experience and imaginative understanding of every student to lay the foundation for a lifetime of learning and enjoyment.
2. Instilling an awareness of, and a respect for, moral values.
3. Preparing students to become active participants in society and responsible contributors to it, capable of achieving as much independence as possible.

Aims of the school

1. That all students are of equal concern.
2. That the curriculum should provide all students with insights into those attitudes, concepts, skills and bodies of knowledge compatible with the above aims of education.
3. That all will be able to reach their full potential through the curricular and extracurricular activities of the school and that this process should be carefully monitored.
4. That the school will promote self-discipline and empathy for others, both within the school and the wider community.
5. That the school will welcome the involvement of parents and the local community in the life of the school.
6. That the school will continually evaluate its practices and performance and provide adequate opportunities for staff to promote and assess their professional development.
7. That these aims will be achieved by a free and open dialogue between the constituent groups associated with the school.

1.3 Setting our objectives for 2015-9

1. To provide an environment that welcomes, protects and respects diversity.
2. To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages.
3. To close the attainment gap between different groups of students and young people in the school e.g. those using alternative forms of communication, Looked After Children (LAC) or Pupil premium students.
4. To monitor and promote the involvement of all groups in Enrichment and the extracurricular life of the school, including leadership opportunities.
5. To endeavour to ensure that the staff body and representation of the staff in leadership roles are represented throughout the staffing structure.

Section 2: Principles of Fortismere SES

2.1 Purpose of theSES

Our SES enables us to meet our duties under equalities legislation and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination
- eliminate harassment and bullying
- advance equality of opportunity through vision, strategy and practice
- foster good relations

Through our SES we make links to all our actions and commitments to:

- promote community cohesion
- to close the attainment gap in outcomes between different groups of young people

Section 3: Responsibilities

3.1 Governing Body

The governing body is responsible for making sure that the school meets its legal responsibilities with respect to equality and diversity and so develops, implements and monitors this SES.

3.2 The Head teacher and the Senior Leadership team are responsible for:

- Giving a consistent and high profile lead on equality and diversity, promoting equality of opportunity inside and outside of Fortismere.
- Ensuring the SES is in place and that the school implements the scheme and its associated objectives
- Reporting annually to the Governing Body on the school's progress in advancing equality including an analysis of protected groups.

3.3 All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, students, parents and carers and young people) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
- raising issues with line managers which have an impact or potential impact on the school
- maintaining an awareness of, and professional interest in, the school's current SES to which it relates
- behaving with respect and fairness to all members of the school community
- being evidenced based - using information and data that the school has gathered and analysed;
- using evidence to do accurate impact assessments which inform priorities.

Section 4: Action plan and Monitoring

Objective	How & How monitored	By whom	Review
To provide an environment that welcomes, protects and respects	<ol style="list-style-type: none"> 1. All students wear lanyards - Monitor C3 records. 2. Students report that they feel safe – Monitor record of bullying incidents . 3. The environment is safe – Monitor report records 4. Litter is the responsibility of all – Monitor reports from students 	<p>A Ward/ K Allaway</p> <p>M Egunjobi</p> <p>M Topping</p>	Autumn 2015
<p>We will further narrow the gap in performance for the following groups:</p> <ul style="list-style-type: none"> • Pupil Premium students • SEN students without an EHC Plan • Mixed white/ black Caribbean students • Students with English as an additional language 	<ol style="list-style-type: none"> 1. Use performance data to monitor student achievement 2. Put interventions in place to support students 3. Through observations ensure learners needs are catered for 	<p>S Karp</p> <p>A Webster</p> <p>All Heads of faculty and Heads of College</p>	Autumn 2015
To monitor and promote the involvement of all groups in extracurricular life and Enrichment, including leadership opportunities.	<ol style="list-style-type: none"> 1. Enrichment programme to be offered to all students 2. Analysis of sessions run and student feedback 3. Student leadership team to monitor activities and impact 	<p>M Powell</p> <p>Z Judge</p>	Autumn 2015
We will ensure that our systems for recruiting staff encourage equality at all stages of the process	<ol style="list-style-type: none"> 1. To monitor applications for posts advertised. 2. To monitor short listing process 3. To monitor appointments 	<p>H Anthony</p> <p>A Webster</p>	Autumn 2015

Review

Progress against the objectives will be reviewed by the Governing Body on an annual basis.

Date agreed: April 2015