



East Harling Primary School and Nursery

Single Equality Scheme

2015-2018

Contents		Page
Section		
	Foreword – Headteacher, Chair of Governing body, Chair of School Council	2
1	What is the Single Equality Scheme and Action Plan?	3
2	Meeting our duties	3
3	Our school values and visions	5
4	Our school within Norfolk’s profile	6
5	Collecting and analysing equality information for pupils at East Harling Primary School and Nursery	6
6	Collecting and analysing equality information for employment and governance at East Harling Primary School and Nursery	7
7	Consultation and involving people	9
8	What we have achieved so far	10
9	Equality impact assessments	11
10	Other school policies	12
11	Roles and responsibilities	12
12	Commissioning and procurement	13
13	Publicising our scheme	13
14	Annual review of progress	13
15	Ongoing evolvement of our scheme	14
16	Action Plan	15

Foreword

This Equality Policy for East Harling Primary School and Nursery brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately providing a quality learning experience for our children.

We are further committed to the development of inclusive communities both within our school, and within our local community, national and global environments.

Miss Amanda Yates, headteacher
Mrs Ingrid Sykes, Chair of governors

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2015 to 2018**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2 Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

Any racist incident is followed up seriously within school. All incidents are recorded and followed up with parents as appropriate (in line with our behaviour and anti-bullying policies). We report annually on any racist incidents within school both to local authority, Norfolk County Council, and the governing body. This information is also used to identify any trends or patterns so that we have approaches in place to provide an appropriate response in terms of support for children (and their families), sanctions and support for the perpetrators and education for our school community as a whole.

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people

5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of East Harling Primary School and Nursery) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3 Our school values and visions

In meeting the duties described above will mean that all our actions will embody our school aims.

In partnership with parents and all members of our school community we aim to;

- *Create a stimulating environment where every child can achieve their potential and has the opportunity to shine.*
- *Provide every child with the essential skills and academic abilities to be a life-long learner.*
- *Equip every child with the skills and attitudes to make a positive contribution to our school and the wider community.*
- *Ensure that every child knows how to live a healthy lifestyle through knowledge and awareness of diet, hygiene, social skills and exercise.*
- *To equip every child with the skills to be able to stay safe in their daily lives, both in school and the wider community.*

We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

4 Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

Norfolk is a rural county with a diverse population of approximately 865,300 (2012).

Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the school population speak English as an additional language.

Disability

- In Norfolk, 2.5% of Primary and 3.7% of Secondary pupils have a Statement of Special Educational Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest a figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19

Sexual Orientation

6% of the population are lesbian, gay or bisexual (Government estimate, 2005). No information is available locally for children and young people but in 2006, Childline reported 2725 calls nationally from young people to talk about sexual orientation, homophobia or homophobic bullying.

Religion and belief

- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)
- Pregnancy and maternity
 - In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England.

At East Harling Primary School and Nursery;

- 22% of our school are on the SEN register, 3.8% have a statement of SEN.
- 7% of pupils are entitled to free school meals.
- 98% of our pupils speak English as their first language.
- 1.9% speak English as an additional language. The languages spoken by pupils in our school include Portuguese, Russian, Polish and French.

5 Collecting and analysing equality information for pupils at East Harling Primary School and Nursery

East Harling Primary School and Nursery is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following information for our pupils as a whole and for different groups (for example SEN pupils, those with a disability, ethnic groups, EAL pupils, those entitled to free school meals, looked after pupils and service children) in the following areas;

- Attainment levels and progress indicators
- Attendance levels
- Exclusions
- Attendance at extended school activities/extra curricular activities (eg school trips)
- Behaviour and discipline incidents
- Complaints of bullying and harassment
- Participation in Student Council
- SEN Statement reviews and Individual Education Plans
- Personal Education Plans for children who are looked after

We have identified the following issues from this information-gathering exercise:

- As a whole, the progress made by SEN pupils is not consistent across the school.
- The progress made by EAL pupils is inconsistent.
- The percentage of free school meals pupils accessing after school activities and peripatetic music lessons is lower than for the rest of the school population.

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

6 Collecting and analysing equality information for employment and governance at East Harling Primary School and Nursery

East Harling Primary School and Nursery is committed to providing a working environment free from discrimination, victimisation, and harassment.

East Harling Primary School and Nursery also aims to recruit an appropriately qualified workforce and provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases

- Staff appraisals/performance management

We have identified the following issues from this information-gathering exercise:

- Low disclosure rates in respect of disability.
- Staff data is not currently separated into race, disability and gender
- Governing body profile is not collected

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

7 Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Parent surveys
- Discussions at staff meetings
- Discussions at governing bodies

8 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Race equality

A low number of racist incidents were being recorded in school but staff are vigilant to any racist attitudes/beliefs and immediately address any concerns through work with individuals and through the curriculum.

Disability equality

All pupils have access to residential trips and other activities. When required staff have attended additional training to support pupils' medical needs which has enabled them to attend trips without parental support (often for the first time). The school has introduced whole class instrumental teaching in key stage two to ensure that all pupils have access to learning to play a musical instrument, regardless of family circumstances.

The school has made adjustments to the premises and classrooms to meet the needs of individual pupils; including for example installing sound field systems to ensure improved sound for all pupils, as well as those with a hearing impairment.

Pupils now feel more integrated into school community and are able to participate more fully in whole class/school activities (such as assemblies).

Community Cohesion

The school has continued to ensure that the focus of our whole school summer topic links to our immediate community and enables the school (and therefore the children) to build links with our local community and the world of work. This means that our children have met/worked with people from our local community that they may not have done otherwise.

9 Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures, as and when they are reviewed.

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School Improvement and Development Plan
- Special Educational Needs Plan
- Accessibility Plan
- Anti-bullying policy

11 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for

children with additional needs, maintain a good level of awareness of equalities issues.

- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

East Harling Primary School and Nursery is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13 Publicising our scheme

This Single Equality Scheme is a public document. It is made available on the school website (www.eastharlingprimary.co.uk). Information regarding the Single Equality Scheme is included within the school prospectus. Hard copies are available on request.

14 Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

15 Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having open school events for the wider school community to celebrate the work of pupils and give the opportunity for feedback

16 - Single Equality Scheme Action Plan 2015 – 2018

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion</i></p>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	Ongoing	Teachers	Headteacher
✓	✓	✓	✓	✓	✓	✓	Ensure that all groups of children make good progress from their starting points in reading, writing and maths	Regular and detailed analysis of pupil progress and attainment; which is then used to inform action planning and in school interventions to address areas of need.	Ongoing	Teachers Deputy Headteacher / Headteacher	Headteacher / Governors
✓	✓	✓	✓	✓	✓	✓	Ensure that all children have equality of access to all areas of the curriculum and extra-curricular activities.	Regular monitoring of access to activities across school life	Ongoing	Headteacher	Headteacher