



Earsham CE VA Primary School

*We aim to provide a happy, purposeful,
Christian environment, in which each child feels
secure and flourishes, reaching their full
potential. We value parents and carers as partners
in the learning process.*

Single Equality Scheme

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language, we will endeavour to accommodate your needs. Please contact:

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If you have any comments about our Scheme please contact us.

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Foreword

This Single Equality Scheme 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 school 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 in providing a quality learning experience for our children and young people.

The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality 2006 and The Gender Equality Act in 2007. As of 1st April 2011 the Equality Act 2010 has required schools to meet a single public sector Equality duty which encompasses 'General' and 'Specific' duties in promoting equality across a full range of protected characteristics namely

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race Religion or belief (including non-belief)
- Sex
- Age
- Sexual Orientation (LGB)

1. What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender and promotes 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 (ie. age, disability, gender, race, religion and beliefs, sexual orientation) 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 eight equality strands and promoting community cohesion.

2. Policy Statement

- The school acknowledges and welcomes diversity among pupils, staff and visitors.
- We do not discriminate against anyone, be they child or adult, on the grounds of sex, race, age, religion, nationality, ethnicity, national origins, sexual orientation or physical or mental abilities.
- We promote fairness and justice for all through the education that we provide in our school.
- We ensure that all children have access to the full range of educational opportunities provided by the school.
- The school is opposed to all forms of racism and xenophobia, including forms that are directed towards religious groups and communities.
- We respect the religious beliefs and practices of all staff, pupils and carers and comply with all reasonable requests relating to religious observance and practice.
- We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum and to improve delivery of information.

3. 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

Following a racist incident the head teacher will establish facts, talk to individual children concerned, alert staff, talk to parents of children involved, inform Norfolk County Council via the Racist Reporting Form and discuss with staff what whole school action needs to be taken to remedy the situation and ensure incident does not re-occur.

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

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has a physical or mental impairment which has substantial or long term adverse effect on his or her ability to carry out normal day to day activities.

The **DDA 2005 has also extended the definition of disability as follows:**

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term substantial adverse effect on their activities.
- **Section 18** has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well recognized", although the person must still demonstrate a long term and substantial adverse impact on his/her ability to carry out normal day –to-day activities.

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
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 Earsham C.E. V.A. Primary School) 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.

Respect for people and their differences is part of our Christian ethos, embedded through our Primary school rule "Be Kind" and publically displayed through reward systems.

Age, Sexual Orientation, Religion ,Belief, Pregnancy and Maternity. 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.

4. Our school Vision and Values

Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- 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 equality 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.

5. Our school within Norfolk's profile

(Information available from Norfolk Insight)

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 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

Within the school local community, the large majority of people are white British, of Christian affiliation.

6. Collecting and analysing equality information for pupils at Earsham CE VA Primary School

Earsham CE VA Primary School 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 equality information for our pupils/students:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips)
- Complaints of bullying and harassment

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

Boys (especially summer born boys) are less mature than girls when starting school, particularly evident in communication, language and literacy and personal and social development. The Foundation Stage Profile shows girls usually performing better than boys in most areas. The new outdoor play area and more activities designed to appeal to boys in class one will tailor the curriculum to suit their needs and learning styles.

As the children move through the school we continue to offer children identified as needing extra support in academic and social development interventions that close the gap in their learning. Support is clearly identified and shown on the provision maps in the headteachers office. Extra nurture/support groups are also run at lunch times as needed.

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.

7. Collecting and analysing equality information for employment and governance at Earsham CE VA Primary School

Earsham CE VA Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Earsham CE VA Primary School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

Due to the small size of school individual needs of staff are discussed with the HT and adaptations made by agreement.

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

Information Gathering (Staff and governors)

- The “Staff Well-being” questionnaire is carried out in alternate years.
- Applications for employment
- Staff profile

- Governing body profile
- Detailed Governing body skills audit
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

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

- Exit interviews for pupils, staff and governors will be carried out and the information recorded in the questions for governors book.

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.

8. 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:

1. Discussions with class rep pupils

Year 2 GR8ASUR representative “The GR8ASUR is working really well, reps sort out problems and other children can tell them when something is wrong”.

Year 4 “In our school we all treat people the same even if they are different”.

Year 2 “Respect people, even if they are not your friend”.

Year 6 “You should be like the Good Samaritan”.

2. Contact with parent/carers
3. Staff and parent surveys
4. Discussions at staff meetings
5. Discussions at governors meetings
6. Liaison with Bungay and Halesworth partnership schools
7. Liaison with Norfolk cluster group schools
8. Involvement with after school club leaders

Summary of the key points and outcomes arising from the consultation and involvement exercises:

All parties felt that the needs of any individual connected with the school are well catered for. There were no action points arising from the consultation.

9. What we have achieved so far

This section outlines in general terms what we have achieved so far in relation to the equality duties and celebrating the outcomes. Details are not given to protect privacy.

Race equality

Racist incidents are rare.

Travellers are supported both in school and through Norfolk County Council. The school provides work for children whilst travelling, the answers are also provided to support the parents.

Attendance issues and communication difficulties have been addressed with help from outside agencies but primarily through the development of trusting relationships between parents and school staff. Staff are determined to provide every child with equal access to education and are imaginative in finding ways to achieve this.

Disability equality

Some elderly and disabled parents and visitors to school concerts had difficulty getting to and from seats. They are now able to reserve seats near the aisle.

Access for disabled people in the old school building was limited and impossible to remedy. The new building alleviates all those problems and complies with regulations.

Gym trail is used regularly for all class one and any other children that need to develop fine and gross muscle skills.

Gender equality

Gender stereotyping not currently evident.

Boys are encouraged to look after younger pupils as much as girls.

Pupils with same sex carers are rare but, when starting school the situation is handled sensitively, children supported and carers welcomed. Circle time in PSHE is used to remind pupils about diversity of family groups.

Religious discrimination

Despite being a Church of England school staff and governors welcome all religions and none. A balanced view is presented to children that does not undermine their confidence in their parents. All parents, regardless of their beliefs, support the shared values implicit in Christian teaching.

The six major religions are taught following the agreed Norfolk syllabus and this sometimes includes music and meditation. The head teacher and governors are committed to inclusion and have had to explain this to carers at times.

10. 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.

Existing policies are reviewed on an annual or three yearly cycle. Policies being reviewed will now include recommendations for **inclusion** and also **health and safety**.

11. Other School Policies

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

- School Improvement and Development Plan
- School Aims
- School inclusions and SEN policy
- Equal opportunities and Anti-racism policy
- Disability Equality Scheme
- Behaviour policy

12. Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan
- Our head teacher 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
- Our head teacher 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.

13. Commissioning and Procurement

Earsham CE VA Primary School 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.

14. Publicising our scheme

- Parent newsletter
- Staff and pupil induction

15. 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 information gathering activities for race, disability and gender and what has been done with this information
- The outcomes of involvement in 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.

16. Ongoing evolution of our Scheme

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

- A regular slot at Class Reps meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

17. Single Equality Scheme Action Plan 2016-2019

| Actions are identified to show which statutory duty/equality legislation the planned action is meeting) R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion | | | | | | | Planned Outcome | Planned Actions | Timescale | Responsibility for action | Monitored by |
|--|---|---|----|---|-----|----|--|--|---|---------------------------------|--------------------|
| R | D | G | SO | A | R/B | CC | | | | | |
| * | * | * | * | * | * | * | All staff are aware of the Single Equality Scheme and have awareness of their responsibilities | Raise awareness of Single Equality Scheme at: Induction, Staff meetings and school website. | Ongoing | Head teacher | Head teacher |
| * | * | * | | | | | 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 | Head teacher |
| | * | | | | | | Policies clearly state procedures for including all pupils. | Policy reviews will include written statement re. inclusion and also health and safety. | On-going | Head teacher and staff | Governors |
| * | * | * | * | * | * | * | All new staff and adults working in school aware of school's commitment to equality. | Equality "section to staff handbook. | On-going | Head teacher | Governors |
| * | * | * | * | * | * | * | Views of staff and governors clearly understood by leadership team and taken account of. | "Exit interviews" held with head teacher when staff or governor leaves. Governors hold "Exit interviews" with parents when pupils leave. | Recorded in questions for governors' book. | Head teacher | Governors |
| | | * | | | | | Boys throughout the school are given every opportunity to make progress at the same rate as girls. | Outdoor learning environment developed plus indoor activities and topic work to be planned to appeal to boys and girls. Two year rolling programme linked to new curriculum in place. | On-going | All staff and head teacher | Head teacher |
| | * | | | | | | Parents caring for disabled children will have access to information relating to support available in Norfolk. | The SENCO will ensure that information is offered to parents and support for whole family is sought when required. | On-going | SENCO | Governors |
| | | | | | | * | Achieve Silver Quality mark for RE | Provide evidence to achieve at least Silver standard RE quality mark which currently runs out in November 2016. | Autumn term 2016 | Headteacher and RE co-ordinator | Governors |
| * | * | * | * | * | * | * | Pilot school for GR8ASUR | To deliver GR8ASUR programme to teach young people and those associated with them, about self-worth, equality, diversity and the importance of human rights, so they learn to foster inclusion, avoid prejudice and celebrate rather than ridicule differences.. | Pilot for 2 years started in January 2016. School was part of initial set up and planning process from summer 2015. | | |

Related Policies.

Data Protection Policy aims to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Safety and Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and ICT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Whole School Safeguarding and Child protection Policy

The purpose of Earsham C.E. V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy

At Earsham we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy

Earsham C.E. V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.