

Date approved:

Date of Review:

Signed:



Clenchwarton Primary School Single Equality Policy 2018 – 2021



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Foreword

This policy will help the school to create a fair and just school community that covers:

- Race Policy and Action Plan
- Disability Equality Scheme and Action Plan, inclusive of an Accessibility Plan
- Gender Equality Scheme and Action Plan
- Equal Opportunities Policy that covers:
 - Sexual orientation
 - Age
 - Religion or belief
- A strategy for promoting community cohesion

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

School Council Representatives from Year 1 – Year 6

“As a School Council we feel it is important for every child to be listened to. It is also important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways.”

Chair of Governors – Mrs L Bambridge

“As Governors, we know how 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.”

Executive Headteacher- Ms J Borley

“We regard this scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s Children and Young People’s Plan.”

Executive SENCO – Mrs S White

“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.”

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2017 to 2020**. 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.

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

The guidelines issued through Norfolk County Council are followed.

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. Please refer to the *Joint Schools Accessibility Plan* available on our school website.

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. West Norfolk Academies Trust considers that the gender pay gap is addressed by the appropriate grading of posts, within the conditions of employment identified in the current School Teacher Pay and Conditions document (STCP) and the adopted evaluation scheme for support staff. *Please refer to the Pay Policy 2017, for further details.*

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.

Sexual orientation, religion and belief

It is unlawful to treat people less favorably because of their real or perceived sexual orientation in employment. Issues such as how the curriculum reflects religion or belief and sexuality including sexual orientation (lesbian, gay, bisexual and transsexual issues), would be an important part of the school's planning and improvement agenda.

Incidents relating to religion or belief, sexuality or sexual orientation will be recorded in a designated incident book as soon as possible on the day it is reported. The book is situated in the School Office. Incidents will be reported to Governors and the Local Education Authority as required. The following procedures will be followed:

- The adult involved in the initial disclosure is responsible for recording the event.
- Initials of the child (children) will be used NOT the full name for confidentiality purposes.
- Subsequent actions are the responsibility of the class teacher to initiate, follow up and record in the incident book.
- All incidents will be reported to a member of the Senior leadership Team (SLT) immediately: Executive Headteacher, Executive SENDCO or Assistant Head
- A routine follow up within a week is the responsibility of the member of the SLT whom the incident was reported to.

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

Age discrimination legislation

The Law says that people cannot be discriminated against due to their age and our policy aims to tackle assumptions about capability or fitness of someone based purely on their age and to counter age related myths. The main areas legislation will impact on are:

- Recruitment and selection
- Harassment and dignity at work
- Training and promotion during employment
- Retirement
- Harassment, victimization, or unjustifiable exclusion from training on the grounds of age is now be unlawful

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 SES and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued: a society in which similar life opportunities are available to all. By community cohesion, we mean a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Clear objectives and timescales will be set for the implementation of the community aspect of this Policy. Partnerships with parents, governors, all stakeholders and the wider community are central to school strategies and essential to the implementation of this Policy and the School Development and Improvement Plan (SDIP).

Community cohesion goes beyond traditional issues of race equality and is about all kinds of relationships within communities. Schools have a strategic role in not only promoting cohesive communities and removing barriers but in preventing or limiting damage to those community relations.

Examples of the ways community cohesion is addressed at Clenchwarton Primary School:

- *Promotion of the school as a community both in the curriculum and in the wider school arena, such as class assemblies, cluster events, community events, local events etc*
- *Rigorous scrutiny of pupil performance on an individual and group basis during Pupil Progress termly meetings*
- *School Council meetings*
- *Friends' meetings and events*
- *Extended services, e.g. use of school for school reunions, etc.*
- *Taking part in national days of celebration, e.g. World Book Day, Red Nose day*

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on governing bodies of maintained schools to promote community cohesion. OFSTED inspect the quality of the contribution schools make to community cohesion commenced in September 2008. Effectively, School's contributions to community cohesion can be grouped under the following three headings:

- Teaching, learning and the curriculum
- Equity and excellence
- Engagement and extended services

The school recognises the partnership role of the Local Authority (LA) and West Norfolk Academies Trust (WNAT) in its statutory duty to combat inequality. We understand our duty to collect and inform the LA of all racist and other diversity related incidents on a termly basis and immediately in the case of more serious incidents. We also share this information each term with the Governing Body.

1. Our school values and vision for education

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

Our School Motto

Keep smiling, aim high and achieve your goal!

Our Vision for Education

Our vision is to create excellence in education, which values and promotes the pursuit of lifelong learning. Children will be inspired, challenged and encouraged, through a stimulating, supporting and caring environment where all achievement is celebrated.

Our School Values

*We create a happy, inspiring, challenging place to learn
We take pride in our work, our school and our community
We celebrate our successes and learn from our mistakes
We work together as a team, parents, children and staff
We treat ourselves and others with respect
We treasure our friendships and relationships with all
We value our diversity and individuality
We feel safe and trust the adults who care for us*

2. Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 859,400. Clenchwarton is a village, civil parish and electoral ward in the English county of Norfolk. It is located on the west side of the River Great Ouse, about 2 km from the river and from the town of King's Lynn on the east side of the river. Clenchwarton Primary School is a one form entry school with 193 pupils on roll from the ages of 4 to 11. The children come from a wide range of socio-economic backgrounds, the

vast majority being White British with a small percentage (2.5%) having mixed heritage and speaking dual languages at home.

3. Collecting and analysing equality information for pupils

Our school is inclusive to all learners. 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 equality information, collated by race, disability and gender for our pupils/students, which are included in our Self Evaluation Form (SEF).

- Attainment and progress levels
- Attendance levels
- Exclusions
- Attendance at Extended School Activities/extra-curricular activities
- Complaints of bullying and harassment
- Participation in Student School Council
- Any issues identified from the information gathering will be incorporated into the relevant documents, such as the School Development and Improvement Plan

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

- *Gender gaps in reading, writing and maths*
- *Under representation of SEND children in some outside activities.*
- *Attendance figures slightly lower for SEND children due to medical reasons.*

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.

4. Equality information for employment and governance

We are committed to providing a working environment free from discrimination, victimisation and harassment. We aim 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.

We collect and analyse the following profile information for all our staff and governors according to race and gender:

- Applicants for employment
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff performance management meetings

(Full confidentiality of individuals is maintained)

5. Consultation and involving people

At Clenchwarton Primary School we have 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
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities
- Focus groups for parents/carers and staff

At Clenchwarton Primary School, we have involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme (SES) and action plan. This helped us to ensure that the views of potentially disadvantaged groups were incorporated in the development of this Scheme and action plan.

6. What we have achieved so far

All school policies, procedures and practices are rigorously checked to ensure that 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.

7. Monitoring and impact assessment

We consistently aim to ensure that the arrangements are in place for monitoring and assessing the impact of policies and procedures, functions and practices in the school on pupils, especially in relation to pupil attainment, but also on staff, on parents and carers and the wider community.

The following questions are used facilitate Equality impact assessments;

- Are there any adverse effects on pupils, staff or parents from particular racial groups, or on girls/boys, or on pupils with disabilities or impairments?
- Are staff prevented from reaching their full potential?
- Are any parents or carers deterred from taking part fully in the life of the school?
- Does the school help pupils to achieve as much as they can and get the most of what is on offer, based on their individual needs?
- How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds (or on grounds not related to gender or disability etc) such as English language difficulties?
- Do subject leaders deal with any differences that have been identified on an individual or group basis?
- Do policies help the school raise standards and promote equality of opportunity for pupils who are underachieving and who need extra support?

- Do policies help the school to promote the values of living in a diverse society; promote race equality and social harmony; respect and value personal difference; prevent and deal with bullying, harassment or bigotry in any of their many forms?
- Is the action the school takes following policy decisions, inclusive and appropriate and effective? What changes does the school need to make to any of its policies?

To answer these questions the school will employ a variety of strategies including collecting and analysing amounts of data; talking to pupils, parents/carers and staff to find out their needs and opinions; carrying out surveys and special research. The results will influence and guide our planning and decision-making, aims and objectives within the SDIP and Subject Action Plan

8. 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.

9. Other School Policies

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

- School Development and Improvement Plan (SDIP)
- SEND Policy
- SEND Information Report
- Accessibility plan
- Anti-Bullying Policy
- Restorative Practice Behaviour Policy

10. Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the Single Equality Scheme and Action Plan.

- Our Governors are responsible that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Executive 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 Executive SENDCO and Assistant Head 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. The Restorative Behaviour Policy strives to achieve these aims through restorative practice.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11. Commissioning and Procurement

Clenchwarton 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.

12. Publicising our scheme

- School website
- Staff meetings

13. Annual Review of Progress

This scheme has a life span of three years and therefore we must review and revise our scheme as part of a three-year cycle.

We are legally required to report annually on our progress and performance in respect of this scheme covering race, disability and gender. We are also legally required to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to written materials.

Taking this single equality approach will allow us to incorporate all these requirements into one annual report, which will include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- 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

14. Ongoing involvement of our Scheme

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

- Discussions at School and Class Council meetings to discuss equality and diversity issues
- Discussions at staff meetings
- Executive SENDCO available to discuss equality and diversity matters during parent consultation meetings
- Opportunities will be provided for the wider school community to celebrate the work of pupils and give the opportunity for feedback.

15. Single Equality Scheme Action Plan 2018 – 2021

Actions identified should be listed here. The examples are given to show how the table should be completed. (Place a Y/N to identify 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	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
Y	Y	Y	Y	Y	Y	Y	All staff have read the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Staff meetings and Induction	Ongoing	Subject Leaders/Teachers	Executive Headteacher
Y	Y	Y	Y	Y	Y	Y	All pupils are aware of the Single Equality Scheme and have awareness of their responsibilities.	Raise awareness of Single Equality Scheme at: School Council meetings and feedback to classes. Restorative practice training termly School Ambassador training termly	Ongoing	School Council Leads School Ambassador Leads	Executive SENDCO Assistant Heads
Y	Y	Y	Y	Y	Y	Y	The governing body to take active steps to be representative of the local community.	Nominated Governor with responsibility for cluster and community links.	Ongoing	Chair of Governors	Chair of Governors
Y	Y	Y	Y	Y	Y	Y	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	Executive Headteacher Executive Deputy Head
Y	Y	Y	Y	Y	Y	Y	For attainment and progress gender gaps to close for Reading, Writing and Maths.	Termly pupil progress Meetings See SDIP for specific action	July 2019	Subject Leaders/Teachers	Executive Headteacher Executive Deputy Head Executive SENDCO

Y	Y	Y	Y	Y	Y	Y	Percentage of SEND children to attend after school clubs to increase each term.	Speak to children and find out which clubs they would like. Analysis of SEND children's attendance at clubs	April 2020	After Schools Clubs Lead Executive SENDCO	Governors
Y	Y	Y	Y	Y	Y	Y	Attendance of SEND children to increase.	Staff to raise attendance issues of SEND children with Executive Headteacher. Executive Headteacher to monitor and hold parent meetings.	April 2020	All staff Executive Headteacher	Governors
<p>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</p>											

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination,
2. Promote equality of opportunity,
3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).
For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these.