

ALBURGH WITH DENTON PRIMARY SCHOOL EQUALITY AND INCLUSION PLAN AND POLICY



Adopted by the Governing Body: Autumn Term 2018

Due for review: Autumn Term 2021

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 regard this Scheme as being essential for achieving the values and mission statement of our school and the fundamental British values and objectives of the Norfolk's Children and Young People's Services.

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 Governor's will work to ensure that those involved with Alburgh with Denton C of E Primary School promote tolerance of and respect for people of all faiths or no faith, cultures and lifestyles; and including all with protected characteristics; and support and help, through their words, actions and influence within the school and more widely within the community, to prepare children and young people positively for life in modern Britain.

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme and action plan covers a three-year period from **2018 to 2021**. 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 and protected characteristic areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all nine 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 (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.

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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.

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 to fulfil our anticipatory duty 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 Alburgh with Denton Primary School) considers that this has been addressed through

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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 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.

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.
- There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.
- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)

- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

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Alburgh with Denton Primary School serves the two rural villages of Alburgh and Denton as well as the surrounding area. The population is almost exclusively White British with over 80% of the school's population being classified by Education Acorn data as groups E and F. The school has a strong Christian foundation and enjoys a close working relationship with the Churches in Alburgh and Denton and supports both villages through attending and contributing to community events. It does have a relatively high proportion of children with Special Needs and disabilities and works closely with a range of agencies to support both.

Collecting and analysing equality information for pupils

Alburgh with Denton Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those we serve 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 (eg school trips)
- Complaints of bullying, homophobic incidents and harassment
- Participation in School Council

Collecting and analysing equality information for employment and governance

Alburgh with Denton Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

We also 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.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice.

The duty applies to all staff working at the school in whatever capacity.

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

Information Gathering (Staff and governors)

- Applicants for employment
- Staff profile
- Governing body profile

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- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

All information collected on staff and governors is retained confidentially by the school or local authority. Information collected is subject to the Freedom of Information Act, however personal details such as addresses etc are not shared with anyone outside of the schools or local authority.

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

- Governing body profile is not collected by the school
- Exit interviews do not always occur

Consultation and involving people

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans.

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
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Involvement within local community activities

Due to the location of our school, few minority groups were identified beyond ethnic minority and rurality of housing. All groups expressed that every child and adult involved within the school should have equal and fair access to the provision on offer both within the school and the local context e.g. courses and training.

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

Although the school currently has no reported racial incidents it does monitor how children and adults work together. This is completed through lesson observation, informal drop in sessions and discussions with children, staff, parents and governors.

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Disability equality

The disabled pupils in school are fully integrated and included in all aspects of the school's life. Remodelling of existing facilities such as the addition of a Soundfield System in the hall and classroom, as well as a close relationship with parents, sensory support professionals and other agencies ensures these children have full access in school. Regular reviews of the provision are undertaken at least annually to ensure this is maintained.

The school employs a Teaching Assistant with speech and language qualifications and use a range of other means to communicate with children who have specific disabilities and ensures their full inclusion in school performances and other activities.

Teaching, learning and curriculum

Resources and expertise has been developed to ensure every child has fair and equal access to all aspects of the taught curriculum in school and they receive the maximum provision they are entitled to. The use of additional adults and a wide range of learning resources allows every child to achieve their full potential. The progress of vulnerable groups is analysed and provision made to narrow any gaps. We also evaluate our provision frequently and make any alterations we feel necessary to support our pupils.

Engagement and extended services

The school is in a locality that is already served reasonably well for extended services, the school refers parents to our Cluster Parent Support Advisors where appropriate.

Age

Age profiles of the employees of our schools is higher than the local authority average and a wide range of experiences and expertise lay within the work force.

Religion or belief

As our school has a distinctive Christian ethos and is a Church school, the culture of tolerance and understanding is a firm foundation for school life. Our school has had other faiths represented in the child and adult population who have actively chosen to send their child or to work in a church school for such qualities mentioned.

We have adopted the Local Authority policies for Equality, Racism and SEN. As a result, stringent measures and procedures are in place to ensure a fair and equal culture exists in our school that has a non-threatening approach. Such policies are monitored by the governors based around the values and priorities of our school and policies are regularly reviewed and updated.

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

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the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We currently undertake a review of all of our policies, procedures and functions. We need to build in an Equality Impact Assessment within this existing cycle of policy reviews. This will then allow us to pay attention to minority groups and where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

Other School Policies

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

These include:

- School Improvement and Development Plan
- School Inclusions and SEN Policy
- Accessibility Plan
- Racist Incidence Policy
- Anti- Bullying Policy
- Positive behavior Policy

Roles and Responsibilities

- Our governing bodies 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 and explore inappropriate language and behaviour, respond appropriately to incidents of discrimination, prejudice and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues and celebrate individuality, difference and diversity.
- 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.

Commissioning and Procurement

Alburgh with Denton 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.

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Review of Progress

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

We will continue to review regularly 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.

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 staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

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Single Equality Scheme Action Plan 2018 – 2021

Actions identified should be listed here. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> 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						
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings	Ongoing	Senior Leadership Team	Headteacher	
✓	✓	✓	✓	✓	✓	✓	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	
<p>Include all identified priorities in this table. The issues identified will 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.