SINGLE EQUALITY SCHEME

2015 - 2018

THE NEBULA PARTNERSHIP

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.

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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.

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. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

Ashley Best-White Executive Headteacher

Ben Moulton Chair of Governors

"It is important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways."
School Council 2015

Introduction

Introductory Notes
Our school offers a broad and balanced curriculum for all our pupils and we are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data to inform our planning and objectives.

Legal Framework
We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation.
Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.
We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.
The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

2 Our school ethos, values and visions
In meeting the duties described above will mean that all our actions will embody our school's key principles and values.

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation

- We celebrate diversity and use it to improve our outcomes

- We tackle difficulties for individuals as quickly as possible

- We strive to make the best possible provision for all pupils/students.

- 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."

- 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.

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

- We seek the views of our school and wider community and 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.

3 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

School

- There are currently **289** pupils on roll, with the current gender split of **47**% girls, **53**% boys.
- The school's ethnic composition is predominately white, with only **7**% from ethnic minorities, which are Chinese, Indian, Bangladeshi, Caribbean, African, Irish and mixed white/black Caribbean, white/black African and white/Asian with **1.7**% EAL.
- **12**% of pupils are identified as having special educational needs, with **1**% with a statement of SEN.

Collecting and analysing equality information for pupils at Horsford CE Primary School
Horsford CE 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:

Pupil Attainment
- Use of RAISE online analysis to track pupil progress by different groups (race, disability, gender)
- Action points arising from analysis of pupil performance tracking, such as intervention programmes
- Analysis of SATs by gender
- Pupil Asset helps to analyse data with respect to three strands
- Boys/girls are encouraged to avoid making gender stereotyped choices about the subjects they study/take seriously and/or about what they do inside and/or outside school
- Heads of school non class based – focuses on raising attainment of specific groups

The extent to which pupils feel safe
- Governors and staff meet and talk with groups of pupils about being safe, healthy, and free from harassment
- Anti-bullying initiatives
- Playground buddies and friends
- Anti-bullying policy reviewed regularly

Pupils' behaviour
- All incidents are logged and monitored by staff and SLT

The extent to which pupils contribute to the school and wider community
- Class and school council attendance – monitored by SLT
- Ensuring clubs are available to everyone and monitor attendance
- Using adaptations and reasonable adjustments for sports and PE
- Curriculum enhancement days – suspended timetable

Pupils' attendance
- Parents are informed of absence percentages termly
- Member of SLT regularly meets with Attendance Officer to monitor

The extent of pupils' spiritual, moral, social and cultural development
- Use of global curriculum
- PSHE activities
- Use of collective worship
- Assembly themes
- Multi-cultural events e.g. European Day of Languages
- Use of UNICEF website – good for practical activities for children KS1 and 2
- Visits from different religions/denominations/faiths
- Celebrating and highlight key events, such as Deaf Awareness Week, Learning Disability Week
- Charity Events

The effectiveness of the school's engagement with parents and carers
- Parent survey
- Use of texting to keep stakeholders up-to-date
- Regular newsletter on school website
- Systems in place for absent parents

The effectiveness of partnerships in promoting learning and well-being
- Use of expertise and specialism across the schools in the Nebula partnership
- Use of English as an Additional Language (EAL) services
- Training support with staff, parents and carers
- Use Parent Support Advisers to support parents/carers with EAL, disabled children, etc
- Strong Cluster support – use of skills and hardware provided by Cluster Schools
- Cluster meetings – allows schools to come together and train – using other staff and county trainers

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met
- Executive Headteacher, Executive Deputies' and Head of School report informs governors and promotes challenge
- Number of racist incidents, SEN %, bullying incidents, LAC, etc. reported to governors
- Governor curriculum participation – Governor learning walks with Headteacher
- Governor focus group meetings

The effectiveness with which the school promotes equal opportunity and tackles discrimination
- Use of pupil attainment data to track progress by different equality groups
- Relevant learning experiences through differentiation suited to learning abilities of pupils
- Non-stereotypical gender activities are actively promoted throughout the curriculum
- All staff are aware of and act upon the schools rigorous approach to reporting incidents

The effectiveness with which the school promotes community cohesion
- Use of parish/town magazine/newsletter/website to inform parish/town what is happening at school
- Collaboration with partnership schools
- Collaboration with Cluster schools
- Collaboration with dual-placement schools
- Links with overseas schools – teachers and pupils
- Safer neighbourhood action panel
- Community/Cluster choir
- Awareness of the future community not just the existing community
- Identify and utilise community role models
- Chair of governing body forms links with community members and offers opportunities to work with school
- Two way engagement in local community – e.g. use of premises

Family, Community and Partnership
- Explain to parents/carers the importance of supporting equality expectations via website, parents evenings, open evenings

Staff and Governors
- CPD log of all staff training activities
- Use statement about commitment to equality on all recruitment materials – job advert, application pack, etc
- Guarantee an interview to any disabled person who applies for a post at school, provided that person meets all the essential criteria on the job and person specification (Positive About Disabled Scheme)

We have identified the following issues from this information-gathering exercise:
- Analysis of extended schools data and ability to access out of school activities
- Need to ensure parents are aware that the school will help by working 1 to 1 with parents/carers with learning difficulties to explain key documents/school notices, etc
- Analysis of attendance at family learning events held on evenings
- Equalities Action Plan cross-referenced with SIDP
- The school gives regular feedback on progress of equality action plan to whole school community
- Use of Norfolk Insight re data on community cohesion and neighbourhood information
- Notice on display stating equality/respect expectations

- Equality statement given to external providers with school's expectations in relation to equality
- We have used this information to develop our equality objectives which are included in our Action Plan (appendix A).

5 Collecting and analysing equality information for employment and governance

We are 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.
We collect and analyse the following profile information for our staff and governors:
- Applicants for employment - HR
- Staff profile
- Governing body profile – Governors self-review
- Attendance on staff training events
- Pay and Personnel Committee Spring term agenda
- Disciplinary and grievance cases
- Staff appraisals/performance management

We have not identified any issues from this information-gathering exercise.

6 Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented.
- Discussions at school council
- Contact with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups

7 What we have achieved so far

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

PSHE
We have introduced PATHs (Promoting Alternative Thinking Skills) in our schools and equality and diversity are recurrent themes throughout the scheme. Alongside our SRE curriculum we have a number of lessons throughout the year which focus on Diversity and Families.
Children's Learning Objectives include:
- I know the importance of being myself and being proud of who I am.
- I know that everyone should be treated equally. I know ways to help others feel equal and included.
- I know that there are lots of different types of family and that every family is special.
- I know that there are lots of different types of family and that every family is special.
- To recognise the way homophobic and other insults affect people. To understand they have a responsibility to challenge all forms of bullying.

For more information about PATHs, please see the school website.

Charity Events
- Instigated and led by children or staff with a personal interest in the charity, e.g. Genes for Jeans, Pink Day for Breast cancer, Coffee Morning for McMillan, JDRF Diabetes Day, Bandanas for Brain Tumour Trust Day, Cancer charities supporting relatives who were suffering etc.

8 Equality impact assessments

Equality Impact Assessments (EIAs) were introduced with the Race Equality Duty and prior to the Equality Act 2010 had been extended to include race, disability and gender.

All school policies are written to a template which includes a section on inclusion.

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.

9 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:
- School improvement and Development plan
- SEN policy
- Policy to Combat Bullying
- Pupil Premium

10 Roles and Responsibilities
- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented. A named governor oversees this work

- Our Executive Deputy is responsible for the implementing the scheme, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.

- Our Head of School has day-to-day responsibility for co-ordinating the implementation of this scheme.

Our staff will
- Promote an inclusive and collaborative ethos in our school
- Deal with any prejudice related incidents that may occur
- Plan and deliver a curricula which reflects our principles.
- Keep up to date with equalities legislation relevant to our work

- 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.

11 Commissioning and Procurement

Our 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

Our Scheme is a public document that is available to any interested stakeholder and is publicised as below:

- School website
- Staff and pupil induction
- Feeder schools
- Sprowston Community High School
- Library

13 Annual Review of Progress
We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle

- The results of your information gathering activities for race, disability and gender and what you 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 you have achieved in relation to promoting community cohesion

14 Ongoing evolvement of our Scheme
We will continue to involve people from all aspects of our school community in the ongoing evolvement of our Policy and objectives. 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

Equality Objectives

Objective 1: To track and monitor disadvantaged groups throughout the school, in both attainment and progress. This will be completed working with the Executive Deputies responsible for SEND, EYFS and School Improvement, Heads of Schools and SENCos to produce reports and detailed analysis in this area to inform provision and intervention work. Identify vulnerable children who will not meet age related expectations and putting support in place for this.

Objective 2: To ensure attainment in reading in every year group is 90%. This will involve training on expectations of teaching and learning as well as good practice training and a book scrutiny every term to monitor evidence and impact, to ensure purposeful learning.

Objective 3: Encourage parental and pupil engagement in school life across all activities, to encourage positive relationships between people with different backgrounds.

Objective 4: Promotion of our Fundamental British Values to ensure equality and fairness instilled in our children and help promote diversity and acceptance through regular charity events, debates, democratic votes, PSCHE lessons and social activities.