

# **Aldborough Primary School Single Equality Scheme**

## **2015-18**

This plan sets out 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. It is available on the school VLE, in the policy document folder which is available to staff and governors, and on the parents' and volunteers' notice board in the school.

Signature

Head teacher

Date

Tina Casburn

Signature

Chair of Governors

Date

David Doak

## **1. Context**

Our plan 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. It includes quality 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 school's equality data, policies and practice and consulting with our school community.

## **2. Introduction**

Our school is committed to upholding and promoting equality of opportunity. We know our school well and use our understanding and data to inform our planning and objectives under this scheme.

Our Single Equality Scheme and action plan covers a three period from 2015 to 2018. It integrates our statutory duties and addresses the legislation in relation to age, race, religion or belief, disability, sexual orientation, and gender. It includes our priorities and actions to eliminate discrimination and harassment for these equality areas. These duties cover staff, pupils, governors, volunteers and people using the services of the school such as parents/carers.

We will continue to meet our statutory duties by reporting annually on the progress of the SES objectives. This will be reviewed by our governing body and will cover activity undertaken in relation to the six equality strands.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age, 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 20065 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 and provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the governing body of the 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 pupil's access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

Any person acting on behalf of the governing body including employees are liable for their own discriminatory actions and the governing body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

### **3. Our school equality ethos and values**

Our school is in Aldborough, a thriving community in rural North Norfolk. It is a successful, lively and creative place which benefits from having excellent staff, happy hard-working children and lots of parental support.

Our school is a purpose built, modern school with a wide range of facilities. It is set in extensive and beautiful grounds and is the ideal setting for a child's early, and vital years in education.

For ten years Aldborough School has been working with other local schools to transform education for children and families in the Aylsham area. In May 2011 the schools took the decision to cement the successful relationship by forming a shared Co-operative Trust. Our collaboration aims to work in partnership with children, young people, their families and the local communities. Together we strive to provide an inspiring range of experiences that aim to raise standards and aspirations and improve opportunities for all.

- 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.
- We respect diversity and understand that treating people equally is not simply a matter of treating people 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 inequalities are not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and we therefore seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural 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 the review of this policy.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learns in our school.

#### **4. Profile for Norfolk**

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 in Norfolk indicates that 6.96% of the county's 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 Education Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

##### Age

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

##### Gender reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest a figure of 170 people in Norfolk and, if spread across all age groups, 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 2,725 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)

#### Maternity and pregnancy

- In 2010 in Norfolk 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.

### **5. Profile for Aldborough Primary School**

Aldborough School is a small rural primary school of approximately 140. It has approximately equal numbers of boys and girls. There is a gender imbalance within the staff of 3 males to 20 females (this includes office and catering staff). Some of the staff are part time/job shares. There are more female governors (11) than male (5).

The school deprivation indicator in 2014 was 0.12 (from RAISEonline).

Aldborough is considered to be in an affluent area with high house prices. There are, however, pockets of rural deprivation within the catchment as shown in recent LA key data.

- no pupils are from a minority ethnic group - lower than national average
- 9 pupils fall within Pupil Premium (2014) - lower than national average
- all pupils have English as a first language
- no pupils have a Statement of Educational Need (2014)
- 15 pupils have SEND (Special Educational Needs and Disabilities)

### **6. Collecting and analysing equality information for pupils at Aldborough Primary School**

Aldborough Primary School is an inclusive school; this was evidenced in the November 2009 Ofsted Inspection. The pupils' spiritual, moral, social and cultural development is excellent as reflected in their respect for other people's feelings and values.

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 fulfill her or his potential.

We collect and analyse the following equality information for our pupils:

- race and ethnic background
- attainment and progress according to gender, age, ethnicity, SEND and other identified vulnerable groups
- learning difficulties and disabilities
- attendance levels
- exclusions
- attendance at Extended School activities/extra curricular activities
- complaints of bullying and harassment
- number of racist incidents
- parental attendance at parents' evenings and SEND reviews
- attendance at family learning events

This information gives the following perspective of our school:

- The majority of the pupils are white British.
- The number of pupils with SEND is lower than national average.
- There is no correlation between SEND and gender/Pupil Premium.
- Taking into account year on year variations, boys have outperformed girls at end of KS2 assessments.
- Bus children take a less active part in extra curricular activities.

We have identified the following issues:

- A significant minority may be vulnerable due to family circumstances.
- Taking into account year on year variation and a few exceptions, progress from attainment on entry levels to end of KS1 is in line with national. There are fewer L3 in RWM with R the widest gap.

What we have achieved so far:

- For more than three years, the school has maintained above national (often significant) averages for attainment and progress at the end of KS2.
- Pupil Premium children make good progress by the end of KS2.
- Pupils with SEND make good progress.
- Actions recorded on the School Improvement and Development Plan are focused on maintaining excellent standards as children move to secondary school

We have used this information to develop our SES objectives which are included in our Action Plan (Appendix A)

## **7. Collecting and analysing equality information for employment and governance at Aldborough Primary School**

Aldborough Primary School is 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 information about new staff via a monitoring form:

- age group, gender, ethnicity, experience, disability, qualifications as appropriate.

We collect and analyse the following information about all staff:

- attendance at staff training
- disciplinary and grievance cases
- staff appraisals/performance management
- exit interviews

We collect the following information about governors:

- attendance at governor training
- skills and experience (via a skills audit)
- age group, ethnicity, gender, disability as appropriate

We have identified the following points from these monitoring exercises:

- all recruitment procedures have been correctly followed
- we employ male and female staff encompassing a range of age and experience
- we have a governing body encompassing a range of age, gender and experience

We have identified the following issue from this monitoring exercise:

- the staff and governors do not encompass a range of ethnicity and disability

### **8. Consultation and involving people**

We have involved pupils, staff, governors, parents and carers, and our wider school community in creating our Single Equality Scheme to ensure their views are represented.

Views were collected in the following ways:

Questionnaire to parents/carers  
Questionnaire to staff  
Questionnaire to governors  
Questionnaire to volunteers/members of the community  
Consultation with pupils through age-appropriate activities and discussions

### **9. Other relevant school policies**

We have used the following school policies to inform our Single Equality Scheme:

Schools aims and values  
SEND Policy  
Anti Bullying  
Behaviour  
Whole School Attendance  
Aldborough Protocols  
Harassment/Dignity/Violence at Work

Admissions  
Sex and Relationships  
Guidance for assemblies and collective worship  
Keeping Children Safe and Safer Recruitment

## **10. Equality impact assessments**

When reviewing our policies, procedures and practices according to the policy schedule, an equality impact assessment will ensure that all are genuinely accessible and meet the needs of our staff, pupils, parents and carers, governors and volunteers, and the wider community in relation to age, disability, gender, race, religion and belief, and sexual orientation. This is in line with the guidance issued from the Equality and Human Rights Commission.

## **11. Roles and responsibilities**

- Our governing body will ensure that the school complies with legislation, and that this Scheme and Objectives are implemented. The Chair of Governors is responsible for overseeing the monitoring of this work.
- 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 will report progress to the governing body.
- The 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, deliver a curriculum which reflects our values, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to help everyone 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 that all visitors to the school, including parents/carers are adhering to our commitment to equality.

## **12. Commissioning and procurement**

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

### **13. Review of progress**

We will continue to review the actions we have taken in meeting our general and specific duties under the Equalities Act and will publish annually information to show how we are complying with the Equality Duty.

We will prepare and publish specific and measurable equality objectives at least every four years. Our equality objectives will be informed by:

- the results of information gathering for race, disability and gender
- a summary of equality impact assessments undertaken
- an update of the progress made against priorities
- consultation with all stakeholders
- celebrating what we have achieved in relation to promoting community cohesion

### **14. Evolvement of our Scheme**

We will continue to involve people from all aspects of our school community in the evolvement of the Scheme. This will include:

- regular time for discussion at staff meetings, governors' meetings and with pupils
- having staff available to discuss equality and diversity matters during parent teacher consultation sessions if appropriate
- biennial monitoring of issues raised by parental questionnaire
- the publication of objectives via the SIDP/Action Plan - to be decided by the governing body

## Single Equality Scheme 2015-18 Objectives

*A thorough consultation process with staff, pupils, governors and volunteers took place in 2015. No issues of equality or discrimination were raised in relation to disability, race, age, religion or belief (including no belief), gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation.*

R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief						Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B					
X	X	X	X	X	X	<i>All staff are aware of the Single Equality Scheme 2015-18 and have awareness of their responsibilities</i>	<i>Raise awareness of Single Equality Scheme 2015-18 at: Induction and Annual Reminder Staff Team meetings</i>	<i>Summer 2015 then ongoing</i>	<i>Head Teacher</i>	<i>Governors</i>
X	X	X	X	X	X	<i>The governing body takes active steps to be representative of the local communities</i>	<i>As and when required, Governors plan for recruitment from under-represented groups.</i>	<i>Ongoing</i>	<i>Governors</i>	<i>Chair of Governors</i>
X	X	X	X	X	X	<i>The governing body will be aware of its make-up in terms of age, ethnicity, disability, and gender</i>	<i>Collect information from governors about age, ethnicity, gender and disability</i>	<i>During 2015-16</i>	<i>Governors</i>	<i>Governors</i>
X	X	X	X	X	X	<i>Teaching addresses the causes and consequences of discrimination and helps pupils to recognise and understand and challenge stereotypes. The use of relevant quality texts is an integral part of the teaching in the school.</i>	<i>Curriculum areas include opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia</i>	<i>Ongoing</i>	<i>Teachers</i>	<i>Headteacher</i>

						Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B					
X	X	X	X	X	X	<i>All staff will be aware of the nature of any health or educational issues of pupils in their care e.g. SEN issues, gender issues, faith</i>	<i>Information on health and educational issues is available for all staff via 'child of concern'</i>	<i>Ongoing</i>	<i>All staff</i>	<i>Head Teacher</i>
X	X	X	X	X	X	<i>Ensure that issues raised in data collection and through consultation are considered/acted upon.</i>	<i>Review the success of actions with regard to issues raised</i>	<i>To be actioned</i>	<i>Governors</i>	<i>Chair of Governors</i>