

Brooke Voluntary Controlled Church of England Primary School



Single Equality Scheme

Updated May 2018

Signed by Governors

Next Review May 2021 (every 3 years)

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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 regard this Scheme as being essential for achieving the aims of our school Ethos statement:

“Learning together, achieving together, growing together in God’s love.”

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.”

Alex Griffiths, Headteacher,

Rebecca Cole, Chair of Governors

May 2018

We try to treat everyone equally, even with their differences, no matter what.

We treat each other with respect.

Different is natural and different is equal!

School Council

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) 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 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.

2 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

Your schools procedure for dealing with racist incidents, involving pupils and staff should be explained in this scheme. The guidelines for reporting racist incidents can be found on Norfolk Schools intranet site <http://www.schools.norfolk.gov.uk/> under “Safeguarding and Equalities”.

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.

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 Brooke VC CE 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.

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.

3 Our school values and visions

In 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, 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 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.

4 Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 892,900 (mid 2016 ONS). 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.

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- 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)
- 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)
- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)
- 6% of the population may be 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)

5 Collecting and analysing equality information for pupils at Brooke VC CE Primary School

Brooke VC 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 questionnaires by age and gender.

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra-curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in School Council
- Membership of Peer Supporters

6 Collecting and analysing equality information for employment and governance at Brooke VC CE Primary School

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

Brooke VC CE 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.

7 Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme. 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 the F7 cluster group

8 What we have achieved so far

Disability equality

The school is fully accessible to staff and students with disabilities. All doorways are wheelchair width, skirtings, door-frames and doors are painted a high-contrast colour to aid people with visual difficulties. There is a fully-featured disabled toilet and wet-room for convenience.

Gender equality

Activities are mixed-gender where at all possible. Clubs and activities are fully integrated throughout all years. Role-models of both sexes are used for all topics.

9 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.

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. Also as and when our policies are revised we analyse the equality impact of the policy. All policies are written and agreed in the light of the Single Equality Scheme.

11 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.
- The Head teacher, currently Mr Stuart Odell (Mr Alex Griffiths from 1st June 2018) 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.

12 Commissioning and Procurement

Brooke Church of England, Voluntary Controlled 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.

13 Publicising our scheme

This document will be available in the following places:

- School website
- The school office
- Staff and Handbook
- New staff induction pack

14 Annual Review of Progress

“We will continue to review annually the impact of the actions we have taken in the development of our Single Equality Scheme with regard to:

- Incidents of race, disability and gender discrimination
- Involvement activities from minority groups
- Celebrating what we have achieved in relation to promoting community and the impact the school has in the village.

We will also revise our Single Equality Scheme every three years.

15 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:

- Ad hoc slots at School Council meetings to discuss equality and diversity issues
- Ad hoc slots at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

16 - Single Equality Scheme Action Plan 2018 – 2021

Actions identified should be listed here. (Place a tick 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					
✓	✓	✓	✓	✓	✓	✓	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	Headteacher	Curriculum FGB
✓	✓	✓	✓	✓	✓	✓	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	All areas of the syllabus analysed for the implementation of the NC	Teachers	Headteacher