

Rackheath Primary School Single Equality Scheme

2020 - 2023



If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

Chris Ashman
Tel: 01603 720098
Email: head@rackheath.norfolk.sch.uk

If you have any comments about our Scheme please contact us.

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 five outcomes of the Every Child Matters framework and the objectives of the Norfolk Children and Young People’s Plan.

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.”

**Chris Ashman, Headteacher,
Anne Tandy, Chair of Governors**

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2020 to 2023. 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.

1. 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 school adopts the definition of a Racist Incident recommended by the report of the Inquiry into the murder of Stephen Lawrence (the Macpherson report), which is also the definition adopted by the LEA:

"any incident which is perceived to be racist by the victim or any other person."

The school will fulfil its statutory obligation to keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents annually to the Local Education Authority, including reporting when no such incidents have been recorded during the year.

The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are no pupils of ethnic minority background.

The school will take every possible step to support the victims of racial harassment.

All racist incidents will be regarded as a serious matter. Sanctions for pupils are set out in the school's Behaviour Policy and include the possibility of pupil exclusion. Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter.

The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

All racist Incidents will be recorded in the racist incident log and on the Norfolk Schools website. The Headteacher will also report all racist incidents to the Governing Body via the Headteacher's Report to Governors.

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 Rackheath 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.

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.

As a school, our contribution to community cohesion can be considered in three key areas.

Teaching, Learning and the Curriculum Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action

Equity and Excellence To ensure equal opportunities for all to succeed at the highest-level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Engagement and Extended Services To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. This includes links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

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.

1 Our School Values and Visions

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

- Provide a caring, happy and safe environment
- Ensure high standards of teaching and achievement to enable all pupils to reach their full potential
- Encourage and support children to become motivated, confident and independent learners.
- Celebrate achievement and ensure all are valued and included
- Have respect for others
- Develop positive attitudes to learning and behaviour
- Develop and strengthen links between home, school and the wider community
- Promote and support lifelong learning amongst the whole school community

In ensuring that these aims are true for all pupils, we believe that:

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 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, 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.

2 Our School within Norfolk's Profile

Norfolk is a rural county with a diverse population of approximately 903,680. 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 508 schools in Norfolk, including 13 special schools, 99 secondary schools and 5 pupil referral units.

- Between 5.7% and 9.4% of the Norfolk population are from a minority ethnic group (CPRE Norfolk, 2012)
- 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)
- 15.6% of pupils within Norfolk schools have an identified Special Educational Need (May 2019)
- 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)
- 5-7% of the population are LGBT (Norfolk Insight, Aug 2018)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Rackheath

- Rackheath is part of the Wroxham Ward, which has an ageing population.

- 20% of the population have limiting – long-term illness.
- 30% of households have someone living there with limiting long - term illness.
- There is a church in Rackheath as well as an Exclusive Brethren meeting house.
- As a more rural part of Norwich, Rackheath is less ethnically diverse than the city. Rackheath has a low percentage of its community from minority ethnic groups and low percentage of speakers of English as an additional language.
- There is potential for a change in the community profile if the proposed eco-town is built.

3 Collecting and Analysing Equality Information for Pupils at Rackheath Primary School

Rackheath 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: race, disability and gender. This information about pupils is gathered in the following ways:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in School Council

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

- There was a significant gender gap at KS2 especially in writing in 2014 but this has since been addressed and in 2019 there was only a difference of 5%.
- Attainment of pupils with a disability is below the national average at the end of Key Stage 1 but is in line with the school average, and above average at the end of Key Stage 2.
- Attendance by ethnic groups indicates an attendance level below that of the school average; this is due to additional factors known by school.
- The attendance of pupils with a disability is generally above the school average. When it is not it coincides with periods of diagnosis or treatment.
- The attendance of boys and girls is equal.
- 1 pupil has had a fixed term exclusion. He has an EHCP
- 42% of children in Reception and KS1 attend a weekly after or pre-school club. In

KS2 85% of children attend a weekly club, with 39% attending 2 or more clubs weekly.

- 57% of children attending after school sports clubs are boys.
- Children with disabilities attend after school club and after school sports activities.
- There are pupils with disabilities on the school council.
- There is an equal representation of boys and girls on the school council.

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 Collecting and Analysing Equality Information for Employment and Governance at Rackheath Primary School

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

Rackheath 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.

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

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

Although there is a statutory duty to share information about the school's single equality scheme, care will always be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. We will be particularly sensitive with regard to sharing information on:

- a. Individuals
- b. Specific incidents

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

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

- We do not currently retain or analyse information on applicants for employment.
- The governing body profile is not collected.
- Additional data needs to be collected for staff profile.

Actions to address the issues identified 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.

5 Consultation and Involving People

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
- Questionnaires to parents of pupils with disabilities
- Questionnaires to all staff and governors
- Contact with parents and carers via school newsletters seeking ways in which we can help them to access the school and information relating to it.
- Invitation to parents to work with governors in the formation of the Scheme.

Additional issues identified as a result of these consultations are:

- Ensuring that staff had sufficient knowledge of medical conditions to not require parental support for specific pupils on trips.
- Ensure appropriate use of text service and that school is aware of those parents who may find, or potentially find it difficult to access it.
- Ensure that children with SEN are encouraged to be fully involved in school events such as sports day and plays.

6 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

The school continues to promote an ethos of acceptance and inclusion. Through the curriculum and resources the school gives children examples of literary, historical and public figures from a wider range of ethnic groups. The wide range of languages taught through the school has also enabled children to develop awareness of different cultures and communities

Disability Equality

The school has supported children with a range of disabilities ensuring that they have access to after school activities and the full range of the curriculum. In order to do this the school has often sent additional staff members to support activities and carried out additional risk assessments, including contingencies to enable pupils to fully access the wider curriculum.

Additional training for all school staff has taken place to meet the changing needs of the school community to support the treatment of medical conditions and therefore enable children a greater degree of independence. Training has been provided for teaching staff to support pupils with Downs Syndrome, Attachment Disorders, Autistic Spectrum Disorder, dyslexia and ADHD.

The school has made adaptations to the way in which information is presented and communicated to make it more accessible for all members of the school community.

The school has made itself more accessible to visitors with disabilities with the addition of magnetic door openers. Corridors and classrooms are arranged to enable easy and clear access.

The school works alongside occupational health and staff to ensure suitable adaptations to routines and the workplace when necessary.

Gender Equality

The school continues to analyse attainment of pupils to ensure that any marked differences between girls and boys attainment are addressed. An increased awareness among staff of issues surrounding girl's achievement in maths has taken place. The school reviews resourcing to ensure that it appeals to all learners. Adaptations are made to the curriculum to increase interest, motivation and participation by a particular gender, such as choice of texts and sporting activities, however this is always carefully gauged so as not to have a negative impact on pupils of another gender.

The school promotes positive role models which avoid gender stereotyping. The two main sports coaches for the football, rugby and netball teams at the school are female.

Community Cohesion

Teaching, Learning and the Curriculum

Within school we promote positive attitudes that recognise the worth of each individual through PSHCE (Personal, social, health and citizenship education), behaviour policy and celebration assemblies so that children build links and support networks that extend beyond their family, friends and immediate neighbours. The school has shared aims developed by the whole school community. Older children in the school have made use of texts which raise human rights issues.

Issues arising from a diverse population in the wider community have been tackled through a successful primary languages programme and a focused Round the World Week, giving pupils the opportunity to explore and begin to understand a wider range of cultures.

In order to promote active engagement by the children fundraising for groups with particular disabilities or needs such as a local leukaemia charity and Comic Relief take place. This enables children to support and understand the lives of others at a global level.

Equity and Excellence

The school has worked to remove barriers to learning in the areas of girl's maths and boys writing through the school development plan. Resourcing and approaches to support dyslexic pupils have been put in place. The school converted a multi-use room to a chill out room to enable space for pupils with behavioural issues.

Engagement and Extended Services.

The Broadland Cluster of schools has an extended schools co-ordinator who works to promote additional out of school opportunities for children and parents. Families have taken part in a range of activities offered across the cluster in sports, crafts and cookery. There have also been a range of opportunities for parents to extend their skills.

The school actively participates in cluster activities with other school including gifted and talented activities, sporting fixtures and termly cluster council meetings. The school has welcomed visitors from the community, to reflect Norfolk culture and other cultures.

Sexual Orientation

Following parental consultation, a new SRE (Sex and relationships education) and PSHE policy and scheme of work sets out clearly how the school develops children's understanding of relationships in an age appropriate way. Staff do not allow children to use words linked to sexual orientation as a form of insult or abuse.

Age

The school continues to follow county guidelines in appointing people who are best suited to a post regardless of age. We welcome older members of the school community who volunteer in school on a regular basis. The school is aware that ageism works both ways. There are forums in school in which the views of pupils are given equal weight with those of other members of the school community, such as school council meetings, decisions about charities to support and possible ways to change and improve the school.

Religion or Belief

The school has a long, successful history of working closely with religious groups to enable as wide an equality of opportunity for their children as possible; providing a curriculum in which they are able to participate as fully as possible. This has included adaptations to timings of school activities, choice of media, dining arrangements and day participation in residential trips.

7 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.

As we review each of our school policies in the next 3 years we will carry out equality impact assessment on them in line with The Commission for Equality and Human Rights guidance materials that are available on their website.

www.equalityhumanrights.com

We will 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.

8 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
- Bullying policy

9 Roles and Responsibilities

- Our governing body 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 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 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.

10 Commissioning and Procurement

At Rackheath Primary School we are 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.

11 Publicising Our Scheme

The scheme is a public document which we wish to make available to any interested stakeholders and will be publicised in the following ways:

- School website
- School newsletter
- Staff and pupil induction
- Send our scheme to local community and voluntary groups

12 Annual Review of Progress

We will continue to review annually 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.

13 Ongoing Evolvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvement 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

14 - Single Equality Scheme Action Plan 2020 – 2023

| Tick identifies 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 scheme when staff are inducted and through staff meetings. | ongoing | Headteacher | Governors |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Ensure the governing body is fully representative of the community | Collect data on governing body profile and use co-option vacancies to address this where possible. | Summer 2020 ongoing | Chair of Governors | Governors |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | There is equality of opportunity for all applicants to posts at the school | Collect data on applicants and monitor to ensure equality of opportunity for those with similar qualification levels. | ongoing | Headteacher | Governors |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | There is equality of access to training and promotion for all staff groups | Training and promotion data is collected and analysed | ongoing | Headteacher | Governors |
| | | | | | | ✓ | The gap between pupil premium and the school cohort is narrowed significantly across the curriculum | Through the school improvement and development plan | Summer 2020 ongoing | Headteacher Teaching staff | Governors |
| | | ✓ | | | | | The gender gap at KS2 is closed especially in writing | Through the school improvement and development plan | Ongoing | Headteacher Teaching staff | Governors |
| ✓ | | | | | | | To ensure that pupils from minority ethnic groups achieve to their full potential. | Early tracking of minority ethnic pupils to ensure progress | ongoing | Headteacher Teaching staff | Governors |

| | | | | | | | | | | | |
|--|---|--|--|--|---|--|--|---|----------------|---|------------------|
| | ✓ | | | | | | <i>To ensure that pupils with disabilities achieve in line with national expectations for SEN or non-SEN as appropriate.</i> | <i>Early tracking and intervention for those children identified as having a disability.</i> | <i>ongoing</i> | <i>Headteacher Teaching staff SENCo</i> | <i>Governors</i> |
| | ✓ | | | | | | <i>To ensure that disabled pupils are not disadvantaged by periods of absence.</i> | <i>Ensure additional input and catch up input for children with disabilities who may have periods of absence. Monitor absence levels and consider additional teaching support where these begin to drop. Track pupil progress</i> | <i>ongoing</i> | <i>Headteacher Teaching staff</i> | <i>Governors</i> |
| | ✓ | | | | | | <i>To reduce the number of exclusions for pupils with disabilities.</i> | <i>Continue to seek extensive advice to support behaviour.</i> | <i>ongoing</i> | <i>Headteacher SENCO</i> | <i>Governors</i> |
| | ✓ | | | | | | <i>To ensure suitable support on trips for pupils with disabilities</i> | <i>Plan trips well in advance when possible and include parent/carer in risk assessment.</i> | <i>ongoing</i> | <i>Headteacher Class teachers</i> | <i>Governors</i> |
| | | | | | | | <i>To ensure there are wider extra-curricular opportunities e.g. music and the arts</i> | <i>Ensure clubs reflect the wide interests of our children</i> | <i>ongoing</i> | <i>Headteacher Class teachers</i> | <i>Governors</i> |
| | ✓ | | | | ✓ | | <i>To ensure new technologies for communicating with parents continue to allow access for all – such as the use of School Ping, Tapestry, Facebook groups and Zoom</i> | <i>Consider equality issues when planning new communication methods, making additional arrangements when necessary.</i> | <i>ongoing</i> | <i>Headteacher Admin Staff</i> | <i>Governors</i> |
| | ✓ | | | | ✓ | | <i>To ensure that all pupils are encouraged to participate fully in whole school activities such as plays and sports events.</i> | <i>When planning events and activities continue to ensure that all children who wish to be involved have the opportunity.</i> | <i>ongoing</i> | <i>Headteacher Class teachers</i> | <i>Governors</i> |