

BURE VALLEY JUNIOR SCHOOL



Single Equality Scheme Policy

April 2015

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (2014).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on May 2015. It is due for review in June 2015.

Signature Headteacher Date:

Signature Chair of Governors Date:

**Bure Valley Junior
School**

Single Equality Scheme

2015 – 2018

“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 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.”

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three year period from **2015 to 2018**. 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

Racist incidents are reported in accordance with the Norfolk Children's Services guidelines. Verbal, physical, acts of non cooperation are all reportable as are acts of graffiti. The reporting procedure details the resolution that has been reached to the problem and also identifies agencies that have been involved in reaching this resolution. Incidents are reported via the Norfolk Schools website to Norfolk Children's Services.

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 **Bure Valley Junior 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 reassignment 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.

Please see our Community Cohesion policy and plan.

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

Our School Vision is to promote ‘**Care Creativity Challenge**’.

Our vision for **Care** is:

- For children to respect themselves, the school and the people in it at all times by showing high levels of engagement, courtesy, collaboration and cooperation.
- For our pupils to take an active role in environmental issues that affect the school, the local community and the wider world.
- Respect the cultures and beliefs of others even if they are different from their own.
- All pupils have an understanding of how to be safe and to make safe and sensible choices.
- Through a cross-curricular approach, our pupils will make appropriate healthy life-style choices and enjoy sport, exercise and participation in a variety of physical activities.

Our vision for **Creativity** is:

- To enhance creativity through open-ended activities, problem solving and the manipulation of materials and ideas.
- For children to be involved in their learning, both in the classroom and the wider school community, for example through the School Council and Circle Time meetings.
- For the school environment to reflect the creative nature of our children.
- Pupils who are confident with technology and who can make appropriate decisions about when and how to use technology to support learning.
- Through an engaging curriculum, we aim to make learning and to develop pupils who have a genuine life-long love of learning.

Our vision for **Challenge** is:

- For all groups of children to make at least expected progress across the curriculum and to consistently exceed National levels.
- For all children to be resilient and persistent in their learning.
- For all children to learn independently and be self-motivated and reflective.
- For all children to take risks in their learning and to learn positively from mistakes.
- A school that works strongly together with a collective drive to challenge both on an individual and corporate level.

We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

4 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)

5 Data about our school population

There are currently 259 children in our school (Summer 2015)

9 % of children receive Free School Meals

17.1% in total are Pupil Premium

4.3% of children come from minority ethnic groups.

1.6% of children have a first language believed not to be English.

3.9% of pupils have a statement of special educational needs.

5.8% of pupils have special educational needs as identified at any stage of the SEN code of practice.

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

- The performance of boys, girls and vulnerable groups in national tests and assessments.
- The progress of children with statements is reviewed through the annual statement review process.
- Children with special educational needs are supported through regularly monitored and reviewed Individual Education Plans. Their progress is also monitored against their starting points as well as national data.
- Constant monitoring of attendance with support from the Attendance service and the school's parent support advisor (PSA)
- Involvement in clubs and extra curricular activities.
- Behavioural incidents

6 Collecting and analysing equality information for employment and governance at Bure Valley Junior School

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

Data is held in accordance with the Freedom of Information Act 2000 and the Data Protection Act 2008. Analysis of staff data would be carried out by a member of the school's senior management team only.

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

Most staff are female. Ensuring that the best staff work with the children is paramount. We have members of teaching staff who provide positive male role models, as well as volunteers who do the same. We will continue to provide children with positive male role models through volunteers, assemblies and through the wider curriculum.

7 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.

8 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

Two incidents have been recorded in school from 2011 to present (May 2015). Staff are suitably trained and experienced to know how to identify these. Where incidents occur clear procedures are in place to report these to senior staff so that they can be pursued.

Disability equality

Reasonable adjustments have been made to school sports days, school performances, other meetings and Parent Teacher Interviews, to allow full participation.

Gender equality

Analysis of data is on-going to address any variances in performance or opportunity

2014-15 Equality Objective

In 2014-15, one of our whole school performance management targets is to continue to narrow the gap in progress for vulnerable groups of children so that the existing gap identified between Pupil Premium pupils and non-Pupil Premium pupils decreases and the attainment of Pupil Premium pupils is equal to or better than non-Pupil Premium pupils. We are using regular pupil progress meetings and provision mapping systems to monitor our progress towards this target. Related CPD and training has been delivered to all staff to help the school achieve this objective.

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.

Impact assessments

An inventory of existing policies is currently being undertaken in order to devise an on-going rolling programme of impact assessment for all our policies and procedures.

10. 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 Headteacher has day-to-day responsibility for coordinating 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, and ensure appropriate support is in place for vulnerable children/groups as necessary.
- 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 Publicising our scheme

Our scheme will be published in the following ways:

- School website
- Staff and parent newsletter
- Staff and pupil induction