

Ellingham VC and Woodton Primary Schools

Our vision is to enable all children to reach their full potential in an ever changing world.

Equality Statement

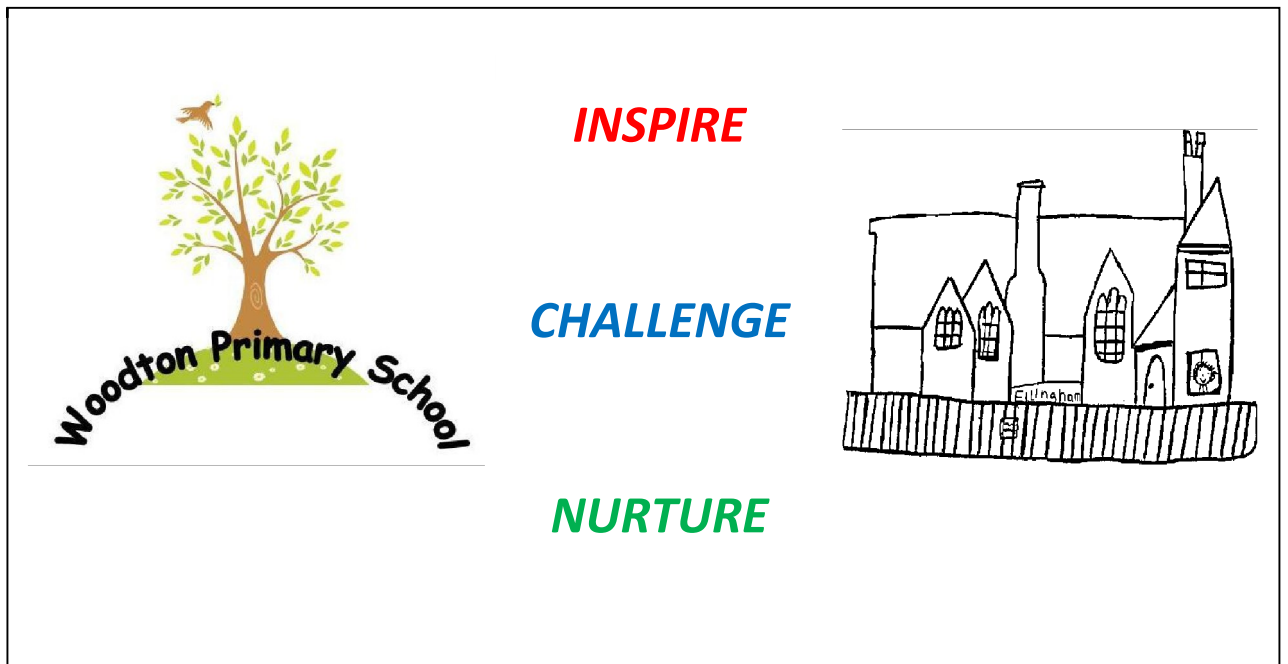
| Date Reviewed: | Agreed by Governors: | Date for Next Review: |
|-----------------------|-----------------------------|------------------------------|
| May 2018 | | May2019 |
| | | |
| | | |
| | | |
| | | |

Inspire Challenge Nurture

Ellingham VC Primary and Woodton Primary School

Equality Statement and Objectives

2016-2020



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 contents to be explained to you in your language please contact:

Name: Mrs Whyte

Tel: 01508 51250 or 01508 482294

Ema

il: office@ellingham.norfolk.sch.uk or office@woodton.norfolk.sch.uk

We welcome your feedback. If you have any comments please contact us.

| Section | Contents | Page |
|----------------|---|-------------|
| | Foreword – Headteacher, Chair of Governing body, Chair of School Council | 2 |
| 1 | Introduction | 3 |
| 2 | Our school – ethos, values and visions | 3 |
| 3 | Our school within Norfolk’s profile | 5 |
| 4 | Collecting and analysing equality information for pupils at “School name” | 6 |
| 5 | Collecting and analysing equality information for employment and governance at “School name” | 7 |
| 6 | Consultation and involving people | 8 |
| 7 | What we have achieved so far | 9 |
| 8 | Equality impact assessments | 10 |
| 9 | Other school policies | 11 |
| 10 | Roles and responsibilities | 11 |
| 11 | Commissioning and procurement | 12 |
| 12 | Publicising our scheme | 12 |
| 13 | Review of progress | 13 |
| 14 | Ongoing evolvement of our scheme | 14 |
| 15 | Action Plan | 15 |

Foreword

The following foreword is given as an example that you may wish to amend for your use. It demonstrates the school's commitment to equalities from the senior staff, the governing body and school council.

“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.

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 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.

Headteacher, Chair of Governors

1 Introduction

Introductory Notes

Our school is a single form entry school in the villages of Ellingham and Woodton. We offer a broad and balanced curriculum for all our pupils and 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.

(Note: The responsible body is the governing body for these schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible 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.)

2 Our school ethos, values and visions

Schools should include their ethos or mission statement here

Ethos Statement

Recognising the historic foundations, the schools will preserve and develop their religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The schools aim is to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Our Vision Statement

Inspire Challenge Nurture

Vision:

Our vision is to enable all children to reach their full potential in an ever changing world.

Aims:

- ☑ To offer a creative and stimulating curriculum
- ☑ To foster independence and confidence
- ☑ To create a positive environment where children feel happy, secure and cared for
- ☑ To encourage a respectful attitude for the environment and the wider world
- ☑ To value contributions of families and the local community in the life of the school

Quotes from the children:

‘It involves everyone.’

‘If everyone’s positive there is no bad.’

‘If you do your best you get better at things.’

‘It’s about being part of a family.’

‘By encouraging everyone to be respectful the world is a happier place.’

‘If you have no confidence you would say you can’t do that, so confidence is important.’

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

Ellingham and Woodton are both rural villages near to Bungay. They are both on the Norfolk and Suffolk border and children attend the schools from both counties.

4 Collecting and analysing equality information for pupils at Ellingham VC and Woodton Primary Schools.

Ellingham and Woodton are inclusive schools. 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:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Participation in School Council
- Vulnerable groups

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

- Lower achievement of pupils regarded as Pupil Premium
- Lower achievement of pupils regarded as SEND
- Lower achievement of pupil who only just miss the Pupil Premium threshold.

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 at Ellingham and Woodton Primary Schools.

Ellingham and Woodton Primary Schools are committed to providing a working environment free from discrimination, victimisation, and harassment.

Ellingham and Woodton Primary Schools 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:

Information Gathering (Staff and governors)

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

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

- Governing body profile is not collected

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
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies

7 What we have achieved so far

Example One – At Woodton Primary we have put in a ramp where there was a step into Oaks. Had handrails put onto the walls going up the stairs and bought in specialist seating.

Example Two – At Ellingham we have had training and support for a child with hearing loss. A sound system is used in school and has been moved between classes.

Example Three – We have medical care procedures in place at Ellingham to meet the needs of a child with long term medical conditions.

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. Although you are no longer required to complete an EIA, you must still evidence how, in the development of policies and practice, you have considered equality issues and this is an effecting way of fulfilling this duty.

You may wish to include details of your EIA process in your Single Equalities Scheme or Plan, the process can also inform your equalities objectives.

You should also use the outcomes of the EIAs to inform your equality objectives.

The Equality and Human Rights Commission have issued guidance materials which are available on their [website](#). Norfolk have also provided guidance which can be found [here](#).

Example:

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions particularly taking into account protected characteristics. Where negative impacts are identified we will 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.

We have identified that our children need a greater understanding of the world and getting a link to another school.

9 Other School Policies

We have used our existing school policies to inform our Equality Scheme/Plan and these include:

List your other school policies here which link with, and have informed, this Scheme:

- School improvement plan
- SEN policy
- Accessibility plan
- Bullying policy
- Pupil Premium
- Medical conditions
- Well being
- Safeguarding and Prevent

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. Our named governor overseeing this work is Sarah Denny.
- Our headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate 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.
- All 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 ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11 Commissioning and Procurement

Ellingham and Woodton Primary Schools 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.

12 Publicising our scheme

This policy is available from and referred to through the following:

- School website
- Staff and parent newsletter
- Staff and pupil induction
- Class assemblies
- School council / ECO Rangers

13 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 to include

- The results of the 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 evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Policy and objectives. This includes:

- A regular slot at School Council/ ECO Rangers meetings to discuss equality and diversity issues
- A regular slot at staff and governor meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Have school events and displays for the wider school community to celebrate the work of pupils and give the opportunity for feedback

Specific and measurable equality objectives

| Indicate here which protected characteristics are covered by your objective: Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM) | | | | | | | | | Planned Outcome | Planned Actions | Timescale | To be Actioned by | Monitored by |
|---|---|----|----|---|----|----|---|----|--|---|-----------|---------------------------------------|--------------------------------|
| R | D | GR | SO | A | MP | RB | S | PM | | | | | |
| x | x | x | x | x | x | x | x | x | To monitor the impact of Pupil Premium and SEN children to ensure progress being made and additional support in place. | Discuss and implement at Pupil Progress meetings. | Termly | Headteacher/ SENCO and class teachers | Headteacher and Governing Body |
| x | x | x | x | x | x | x | x | x | All staff are aware of the updated Single Equality Scheme and have awareness of their responsibilities. | Raise awareness at staff meetings and induction | Annually | Charlotte Whyte | Headteacher and Governing Body |
| x | x | x | x | x | x | x | x | x | Children to be more aware of the wider world. | Link to other settings | Annually | Liz Billet and Charlotte Whyte | Headteacher and Governing Body |
| | | | | | | | | | | | | | |