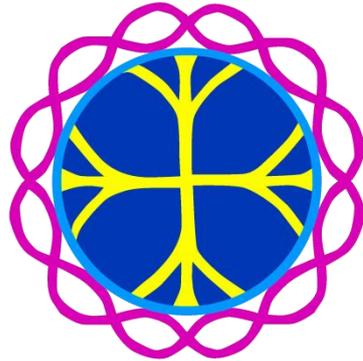


# Carleton Rode VAP School

A lovely place to Learn



## Single Equality Policy

Date Examined by	
Date agreed by Governing Body	20 <sup>th</sup> September 2017
Date to be reviewed	September 2021
Signed	C Matthews (Joint Chair)

# Carleton Rode VA Primary School Single Equality Scheme

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2016-2019



**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:**

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

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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 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.”

**Mrs Jenny Cockett – Interim Headteacher**

**Mr Neil Parsons – Joint Chair of Governors**

**Mrs Claire Matthews – Joint Chair of Governors**

## **1. What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2016 to 2019**. 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 racial incidents**

We have a statutory duty to ensure that all people accept that everyone has a right to exist and thrive regardless of race or racial background. This school will deal effectively and decisively with regard to any allegations deemed to be racist. Appendix A shows how we would address such an allegation.

### **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 **Carleton Rode VA 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.

## **Our Strategy to Secure Community Cohesion**

Our strategy to ensure Community Cohesion is the active building of partnerships between pupils, staff, parents, governors and the wider community. This means helping people to understand the role they play in school, the community and the wider world. This includes where they can make a contribution and also understand and respects the needs and rights of others. We will make positive efforts to let people communicate and work with partners both within school and globally to aid stronger cohesion across the wide spectrum know as the 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/students, 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 equalities 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.

## 1. 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

Our school serves the village of Carleton Rode and is in a rural community. According to Education ACORN data 2012/13, the majority of children come from Education ACORN groups E 30% (educationally hesitant) and group F 53.3% (Aspirational families) with a minority of around 16 % coming from group G (Affluent establishment). 15% of the school are traveller, gypsy and roman children although some prefer not to be identified officially. These families travel to and from school during the year. The ethnicity of the school is predominantly White British with only 1 pupil not classified as White British and 2 pupils with EAL.

## 2. **Collecting and analysing equality information for pupils at Carleton Rode VA Primary School**

Carleton Rode VA 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:

### **Information Gathering**

Despite the small cohorts pupils' progress is good particularly in KS2.

Attendance levels are good.

We have had one exclusion in the last five years

Attendance at Extended School activities/extra curricular activities (eg school trips) is generally very good.

Complaints of bullying are very few and are dealt with immediately

Participation in Student Council is strong

There have been no racial incidents in the last 5 years

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

Progress of pupils across the school is good

There is an attendance issue with a small number of families, which is being dealt with by the Headteacher. The Cluster Attendance Officer has had a positive impact.

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.

## **6. Collecting and analysing equality information for employment and governance at Carleton Rode VA Primary School**

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

Carleton Rode VA 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:

### **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
- Exit interviews

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

Staff data is not currently separated into race, disability and gender; although this is evident in Workforce Censuses undertaken.

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.

### **1. 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 with trade union representatives  
Discussions at governing bodies  
Discussions within cluster groups  
Contact with local community groups, including diverse groups, such as disability groups  
Involvement within local community activities  
Focus groups for parents/carers and staff  
Consultation with Parent Support and Cluster Development Officers

**There are no key issues currently arising from these discussions.**

**2. 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**

There have been no racial incidents reported in the last 5 years.

**Disability equality**

Three pupils with significant medical needs have been successfully accommodated by the school in the last three years. We achieved this by adjusting staffing, seeking additional funding and adjusting the curriculum.

**Gender equality**

Taster courses have been made available to try to challenge gender stereotyping evident in the options children selected for clubs and activities. The Cluster Sports Partnership has helped break down stereotypes by insisting that both boys and girls are involved in inter-school tournaments. Also, free sessions have been arranged for all children in a wide variety of areas from cricket, tag rugby to cheerleading. There was an identified increase in the participation of boys/girls participation in those options usually favoured by the other gender.

**Religious Belief:**

We are a Church of England School, but ensure the children's understanding of a range of other faiths and stress the importance of respecting everyones beliefs and religious views.

**3. 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.

**The governing body always gives regard to equality and rights during the forming and review of all policies and practice.**

**NOTE:**

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.

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.

**10 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 and harassment policy  
Dignity at work policy

**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 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.
- Our 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, 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**

**Below is information on how we will ensure contractors and other service providers are briefed on our commitments and expectations to equality.**

Carleton Rode VA 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**

**To publicise our scheme we use:**

School website  
School Prospectus  
Staff, governor and pupil induction

## **14 Annual Review of Progress**

We are legally required to report annually on our progress and performance in respect of this scheme covering race, disability and gender. We are also legally required to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to written materials. Taking this single equality approach will allow us to incorporate all these requirements into one annual report. An annual review and update of our action plan will formulate the basis of our report.

We will continue to review the actions we have taken in the development of our Single Equality Scheme which include:

The results of your 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

Our Single Equality Scheme and Action Plan has a life span of three years and therefore we will review and revise the scheme as part of a three year cycle.

## **15 Ongoing evolution of our Scheme**

The ongoing involvement of staff, pupils, parents/carers and the wider school community will continue to enhance the information we collect on the needs of minority groups. This will be incorporated into our Scheme and action plan.

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:

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  
Opportunities for consultation with parents and pupils

## 16 - Single Equality Scheme Action Plan 2016 – 2019

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i>  <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief</i>  <i>CC = Community Cohesion</i></p>							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	Head	Headteacher
✓	✓	✓	✓	✓	✓	✓	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
✓					✓	✓	To organise opportunities for, and participate in, regular intercultural exchanges aimed at promoting good community relations	Staff and Governors to establish links with schools in other communities - Whole school 'My Life' topic	Ongoing	Governors and Staff	Governors and Headteacher
✓	✓	✓	✓	✓	✓	✓	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	Ongoing	Teachers	Headteacher
		✓					Improve attendance for certain families	Meet with Attendance Officer and with families	Ongoing	Headteacher	Headteacher
		✓					Narrow the gap between boys and girls attainment and progress of some groups of pupils.	Monitor progress and put in interventions.	Ongoing	Teachers	Headteacher

## **Carleton Rode VA Primary School**

### **Procedure for dealing with racist incidents**

Pupils need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The school's commitment to an anti-racist stand point and regard for diversity issues and approaches is reflected in our school aims:

- to encourage everyone to value the community and those within it.
- strive to create a cohesive community.
- teach our children that communities are diverse and to show tolerance and respect towards all members of the community, whether it be local, with in the UK or global.
- to develop empathy, concern for others and respect.
- ensure that we all understand the importance of respecting others.

The school aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow pupil.

### **Strategies to encourage positive pupil behaviour**

All staff have a duty to promote positive attitudes, language and behaviour amongst pupils at all times in and out of the classroom.

Many racial incidents will be of a less obvious type and therefore difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is therefore important that strategies are developed which will ensure all members of the school community are sensitive to and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross curricular themes in teaching.

In service training for all staff to highlight diversity issues and the need to consider such issues when teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

### **Identification**

A racial incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which might cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a

motive. Inadvertent disrespect, eg ignorance by any member of the school community of a pupil's cultural practices which cause the pupil to feel harassed or uncomfortable.

4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

## **Referral**

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded on the school form.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

All staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

## **Action**

Immediate action by a member of staff will be concerned with separating the perpetrator and victim, to defuse the situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of their behaviour.

An Incident Sheet will be completed and passed to the Headteacher without delay.

Any action taken will involve discussions with the class teacher and noted on the sheet. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Headteacher's office.

Parents of all children involved will be informed preferably verbally so that there is opportunity for discussion – either face to face or over the telephone, or by sending a copy of the incident sheet home. All parents should receive the standard incident record sheet, allowing them to write comments following discussion with their child.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Headteacher) must inform the Local Authority.

Staff will be informed of pupils involved in a racial incident or of any potential incidents and what action to take.

All reports and incidents will be reported to the Local Authority at least once a year.

# INCIDENT RECORD SHEET

## Racism, Disability Discrimination & Gender Discrimination

(Please make sure that the incident has been fully investigated and what you write is what actually happened. Please pass this sheet to the Headteacher)

<b>Date:</b>	<b>Time:</b>
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<b>Details of incident including persons involved.</b>	<b>Action taken</b>

<b><u>Head/Senior Staff comments:</u></b>			
<b>Tick if/when communicated to</b>	<b>parents</b>	<b>governors</b>	<b>LA</b>

**Parents Comments:**