

Stoke Holy Cross Primary Equality Statement and Objectives



February 2016

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Foreword

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.

Jeannette Chaney, Headteacher, Steve Hurrell, Chair of Governors

1 Introduction

Introductory Notes

Stoke Holy Cross Primary School is a one form entry school in Stoke Holy Cross, Norfolk. 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 maintained 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

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make the best possible provision for all pupils/students
- 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."
- 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

- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and 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.

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

Stoke Holy Cross Primary is a village school with 209 children, situated a few miles south of Norwich. The majority of our children live in the villages of our catchment area although a significant minority travel from Norwich or villages outside of our catchment area.

50.5% of our pupils are male and 49.5% are female.

90% our pupils are White British and 10% of children are from ethnic minority groups.

94% speak English as their main language.

10% of children are eligible for free school meals.

18% of children are on the SEN register.

(All data based on 2018 , ASP, Census)

4 Collecting and analysing equality information for pupils at Stoke Holy Cross Primary School.

Stoke Holy Cross 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:

- Attainment Standards
- Attendance Standards
- Exclusions
- Complaints of bullying and harassment

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

- Where the data involves very small percentages of the school population it is difficult to draw conclusions.
- There are opportunities for us to collect and analyse further equality data in terms of participation in school clubs, sports events and the School Council.

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 Stoke Holy Cross.

Stoke Holy Cross is committed to providing a working environment free from discrimination, victimisation, and harassment.

Stoke Holy Cross 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 receive the following information for our staff and governors:

- Applicants for employment
- Staff profile
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

We do not need to publish information as we have less than 150 employees, and individuals should not be identifiable.

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

- We do not currently collect information on the Governing body profile

6 Consultation and involving people

Under section 176 of the Education Act 2002 schools are required to have regard to statutory guidance on pupil voice. This is provided by *Working Together: Listening to the voices of children and young 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. This is how we did it. (Examples listed below)

- Contact with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Involvement within local community activities

7 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.

Successes in eliminating unlawful discrimination, harassment or victimisation

- There have been no allegations of discrimination against the school or staff.
- The majority of children feel safe in school.
- Aspects such as bullying are highlighted every year in 'anti-bullying week'.

Race Equality

- Our PSHE curriculum teaches about differences

Disability Equality

- School is fully accessible to people with a wide range of disabilities - wheelchair access, large disabled changing room with full facilities, sensory and quiet areas.
- All pupils have full access to the curriculum, including visits and physical activities.
- Venues of residential visits considered to ensure all pupils can participate.

Gender Equality

- Progress and attainment is regularly monitored with regards to gender differences and specific target groups are identified for support and focus in each cohort.
- Boys and girls have equal access to the curriculum and after school clubs.

Age Equality

- The recruitment of staff does not depend on their age. The LA form used for job applications promotes this stance.
- The school currently employs staff from their 20s to their 60s.

Fostering Good Relations

- In the Early Years Foundation Stage and in Key Stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Judaism in some detail.
- Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart to children how important faith, belief, worship and prayer are to some people.
- We have links to the local church.
- All children are encouraged to attend and participate at their own level. We follow the Agreed Norfolk Syllabus in our religious teaching.
- Parental requests for withdrawal of pupils from acts of worship are made and accommodated.

8 Equality impact assessments

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.

9 Other School Policies

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

- School improvement plan
- SEN policy
- Accessibility plan
- Anti-bullying policy

10 Roles and Responsibilities

Under this section identify who will be responsible for undertaking action in relation to the specific duties and your equality objectives.

- 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 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

Stoke Holy Cross 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.

12 Publicising our scheme

Our Single Equality scheme will be made accessible to all persons within our local and school community on our school website. This will be signposted in the following ways:

- **At staff meetings**
- **In parent newsletters**
- **Class assemblies**
- **Staff and pupil induction**

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.

This will include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information (e.g racist incidents log sent to County)
- A summary from equality impact assessments undertaken (e.g EAL progress feedback, Inclusion/SEN)
- An update of the progress made against priorities (see impact review)
- Celebrating what we have achieved in relation to promoting community cohesion (e.g SMSC portfolio, Head Teacher's report, website, Facebook)

14 Ongoing involvement of our Scheme

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

- A regular slot at School Council meetings to discuss equality and diversity issues

- A regular slot at Friday Staff Briefing and Personnel Committee and Full Governor meetings
- Having staff available to discuss equality and diversity matters.
- Having bi-annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

15 Stoke Holy Cross Primary School Single Equalities Scheme Action Plan 2016 - 2019

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	There will be a named Governor to oversee the Equalities Scheme.	Identify a named Governor September 2017 – Julia Moncrieff and Paula Allard September 2018– named Governors Considering sub-group to monitor policy and practice – JM and PA September 2018	3/16 September 2017 Mar 18 Sept 19	Chair of Governors	FGB
x	x	x	x	x	x	x	x	x	To be aware of the Governing body profile	Consider collecting and analysing equality information for the Governing Body Named Governor to audit Governing Board profile.	First discussion in 2016 Jan. 18	Governors Steve Hurrell	Headteacher/Governors
x	x	x	x			x	x		To consider and implement the development of the PATHS curriculum in school to promote positive relationships.	Research the PATHS options. Purchase materials to launch in 9/2016. Staff training. PATHS fully implemented for Year 2.	10/15 6/16 6/16 Sept. 17 Sept. 17.	Teachers/Pupils PATHS co-ordinator/Teachers/TAs	Headteacher/Governors

											New staff (Teachers/TAs) accessed training – The Space. Year 1 impact reviewed and evaluated. (External support/impact reviews Y1 only)	Sept 17 Sept. 17	Head Tim Bishop-PPG Governor New PPG Governor - Chris Boss from Sept 18	
x	x	x	x	x	x	x	x	x	To have a regular slot at School Council meetings to discuss equality and diversity issues.	Incorporate item on School Council agendas annually. School Council action plan shows objective – to present a powerpoint to persuade Head to allow mixed school/packed lunches. School Council – whole school drawing competition to illustrate our School Values.	2017 Nov. 17 Oct 18	Teacher overseeing School Council/ School Council Mr Claxton/School Council from April 18 Mr Claxton	Headteacher/Governors	
x	x		x				x		To ensure that the school library and school displays promote diversity in terms of race, disability, gender and ethnicity.	Visual monitoring of displays. Sample audit of books. Discussions with children & staff to assess impact. Meeting to plan display boards. Staff to collect pupil voice information about perceptions around British Values/diversity	Ongoing Nov. 17 Nov. 17	Governors in monitoring visits SMSC/British Values Lead, Head/Julia Moncrieff Teachers	Governing Body	

												'B' Word – anti-bullying. Multicultural books available in the library. Pupil perceptions displayed on Fundamental British Values. Parliament visitor-whole school assembly, workshops for Y5/6.	19.12.17 Mar 18 Oct 18		
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