

**A Single Equality Scheme (SES)
framework for use in Norfolk schools**

May 2014 – Reviewed

First published in September 2009

Things to consider before starting off:

1. This document is a framework that you should use in the development of your own Single Equality Scheme and Action Plan and has been produced by Norfolk County Council Children's Services Human Resources, Equalities and Diversity in consultation with school representatives.

2. This document is intended to replace/cover the following:

- Race Policy and action plan
- Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
- Gender Equality Scheme and action plan
- Equal Opportunities Policy that covers:
 - Sexual orientation
 - Age
 - Religion or belief
- A strategy for promoting community cohesion

There are no current legal duties on schools to produce a Single Equality Scheme. However, the government has promised a forthcoming Single Equality Act. Taking a single equality approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion and belief.

If you choose not to produce a Single Equality Scheme, then as a minimum you must have in place a three year race equality policy and action plan, accessibility plan, disability equality scheme and action plan, gender equality scheme and action plan, equal opportunities policy that covers sexual orientation, age and religion or belief and a strategy for promoting community cohesion (in the form of a policy, plan, or working group for example).

3. Boxed text show examples that you can change to reflect the needs of your school.

4. **Bold** text indicates notes for guidance.

5. All other text includes statements of commitment, facts and legislation that may be used as written.

6. Your school is not required to do anything unreasonable or impractical in preparing the Single Equality Scheme and Action Plan. The approach will vary according to a wide variety of factors, eg the size of the school, the diverse nature of the school population, the proximity of other schools (and the potential for links with them), your school premises, and the school budget.

7. You may find it useful to appoint a working group of three or four people to steer the development of the school's scheme and to report progress regularly to your governing body. Some thought needs to be given to the composition of the working group to ensure it is representative of school community as far as reasonably practicable (for example, a senior manager, staff with responsibility for learning difficulties and/or disabilities, a parent/carer, governor).

8. It is important that when putting together the scheme confidentiality of individuals is maintained. Although there is a statutory duty to share information about the school's single equality scheme, care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. You need to 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, we also advise that any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

9. Production of the scheme and the associated action plan will take time. Set yourself a suitable timescale in which you intend to have these completed – probably over a three to six month period.


Remember to replace Sculthorpe and West Raynham primary Schools with your own school name and to amend the contents page to reflect the content of your scheme.

If you have any feedback or comments regarding this document please email csequalities&diversity@norfolk.gov.uk



If you need this document in large print, audio, Braille, alternative format or in a different language please contact Rachel Williams or Debbie Moore on 01603 223676 and we will do our best to help.




The Unity Federation of Church Schools
Colkirk VA Primary, Sculthorpe VA Primary & West Raynham VA Primary
Executive Head Teacher: Christopher J Allen, BA Hons QTS, NPQH, Dip Sports Psych

Single Equality Scheme

A framework for use in Norfolk schools

Reviewed and updated for 2014-2017

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 regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s 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 and young people.”

Mr C Allen (Executive Head Teacher)
Father Clive Wylie (Chair fo Governors)

“We want to feel happy and safe in school and want to be able to have a go at everything in our lessons and learn in lots of different ways.”

“We want to learn in a caring place that is safe and supportive of everyone in it. We believe in our school values of tolerance, creativity, curiosity and respect.”

School Councils of Sculthorpe and Colkirk, School Advocates of West Raynham.

1 What is the Single Equality Scheme and Action Plan?

Our initial Single Equality Scheme (SES) and action plan covers a three-year period from **2010 to 2013**, this was initially reviewed in November 2012 under the Sculthorpe & West Raynham Federation, a review then updated the plan for 2014-2017 to include the new Unity Federation of Church Schools. **This plan has now been further reviewed for 2017-2020.** 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. **We aim to educate children on diversity and develop their understanding of the world around them both locally, nationally and globally.**

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 follows Norfolk County Council guidance for dealing with racist incidents. The guidelines for reporting racist incidents can be found on Norfolk Schools intranet site www.esinet.norfolk.gov.uk under "Safeguarding and Equalities" and to our MAT – The Diocese of Norwich Education and Academies Trust (DNEAT).

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, 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.

We promote community cohesion through a variety of means in the schools, these include writing in the parish magazine, extended schools consultations and services, parent support adviser, working with health and other agencies to support children and families in having full access to the provision the school offers.

The work of our Ethos Committee as well as our Trust Appointed governors extends the schools into the local community, allowing them to work with local churches, charities and social groups such as Fakenham Day Centre.

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 federation values and visions

In meeting the duties described above will mean that all our actions will embody our federation's key principles and values, which each school fully agrees to and supports. These are:

The Unity Federation of Church Schools was formed on 1st January 2014 in joining Colkirk VA Primary School, Sculthorpe VA Primary School and West Raynham VA Primary School. The staff and children work to the following common aims:

- To embrace change and ensure we are looking forward in all we plan and do.
- To provide a learning environment and curriculum that fosters curiosity, creativity and knowledge.
- To value teamwork and friendship across our federation of Church schools.
- To learn in happy, safe and fun environments.
- To create an atmosphere of trust so children and adults feel safe and secure in all they do.
- To promote positive and healthy relationships based on mutual respect.
- To build confidence and courage in our children to support them and challenge them with the unknown.
- To have a common empathy across our federation but retain each individual school's distinctiveness.
- To work on respect for all and acknowledgement in what every member of our federation achieves be it child or adult.
- To provide collaborative and meaningful learning experiences for all children in our care.
- To show perseverance and aim for the highest and the best we can to achieve beyond our potential.

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)

Colkirk CE Primary Academy is in a village three miles south east of Fakenham. It has a mixed population and access to most amenities in Fakenham. It is not served regularly by a bus route. The school has a strong Christian foundation and works hard to promote a caring and tolerant ethos for all who attend this fully inclusive school. The school is classed as small with 45 pupils on roll. The school has a high proportion of SEND children and meets the national average for children eligible for free school meals (pupil premium).

Sculthorpe CE Primary Academy is in a small satellite village 1 and a half miles west of Fakenham. It has a mixed population and access most amenities in Fakenham. It is served by a bus route. The school has a strong Christian foundation and works hard to promote a caring and tolerant ethos for all who work and learn in it. The school is classed as small with 73 pupils on roll, with a rising roll for the last 10 years (33 children in 2008). Many pupils come from remote hamlets surrounding the village of Sculthorpe. The school has a high proportion of children who are SEND and meets the national average for children eligible for free school meals (pupil premium).

West Raynham CE Primary Academy is in a small village seven miles south of Fakenham. It has a small population with many homes being second holiday homes. Most children come from surrounding villages and small remote hamlets, a large proportion of children come from social housing established on an old RAF base – Raynham Park. The village is served with a minimal bus service to Fakenham where all amenities are accessed. The school has a strong Christian ethos and works hard to promote the Christian foundations it was established in. The school is a small rural primary school with 56 pupils on roll, numbers have grown by 50% since 2008 and are quite static. It does have a high proportion of Special Needs and children with disabilities and works closely with a range of agencies to support both families and children. The school has a higher number of children who are entitled to free school meals (pupil premium) than the national average.

4 Collecting and analysing equality information for pupils in the Unity Federation

All schools in the Unity Federation are inclusive schools. We use the curriculum and teaching to enhance the self-esteem of all those they serve 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, progress and achievement levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Council / Advocates

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

- Continuing to support the achievement of pupils by early intervention, targeted support through the use of Pupil Premium and equality of opportunity.
- Continuing to promote the high achievement in terms of progress of children with SEND or disabilities in the school and track this rigorously to ensure best learning outcomes for all.

These actions were prioritised over the three year life span of our original scheme (2010-13) and have been included in our original Action Plan, as shown in Section 16. This has been reviewed in light of the current federation of the three schools.

5 Collecting and analysing equality information for employment and governance in The Unity Federation

The Unity Federation of Church Schools is committed to providing a working environment free from discrimination, victimisation, and harassment.

All schools in the Unity Federation 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.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice.

The duty applies to all staff working at the school in whatever capacity.

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

All information collected on staff and governors is retained confidentially by the school or local authority. Information collected is subject to the Freedom of Information Act, however personal details such as addresses etc are not shared with any one outside of the schools or local authority.

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

None at this time.

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.

These actions should then be addressed as points within your Action Plan.

7 Consultation and involving people

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans.

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 (parents forum)
- Staff surveys
- Discussions at staff meetings
- Discussions at Local Governing Body
- Discussions within cluster groups
- Involvement within local community activities

Due to the location of the schools few minority groups were identified beyond, ethnic minority and rurality of housing. All groups expressed that every child and adult involved within the school should have equal and fair access to the provision on offer both within the school and the local context e.g. courses and training.

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

Although each of the schools have no reported racial incidents they do monitor how children and adults work together. This is completed through lesson observation, informal drop in sessions and discussions with children, staff, parents and governors.

Disability equality

The disabled pupils in each of the schools are fully integrated and included in all aspects of the school's life. Remodelling of existing facilities such as toilets and doors to access parts of the building as well as a close relationship with parents, health workers and other agencies ensures these children have full access in school. Regular reviews of the provision are undertaken at least annually to ensure this is maintained and recommendations as to whether a child's needs are being met or new placement should be sort are determined.

There are other areas where you can demonstrate your achievements so far, focussing on the outcomes. This could include:

Teaching, learning and curriculum

Resources and expertise has been developed to ensure every child has fair and equal access to all aspects of the taught curriculum in school and they receive the maximum provision they are entitled to. The use of additional adults and a wide range of learning resources allows every child to achieve their full potential. All children make good progress and are supported well in achieving their potential. (Sculthorpe OFSTED Feb 2014). Pupils make good progress and children with SEND are well supported (Colkirk OFSTED July 2013). Pupil Premium children make good progress and funds are used to support and aid their learning well (West Raynham OFSTED Dec 2012).

Engagement and extended services

A lengthy extended services consultation was undertaken in all schools in 2008 and included drop in sessions and surveying over 500 homes and families within the two school localities. A small response confirmed that all schools were in localities that were already served reasonably well for extended services and the school needed to focus on parents with the PSA and after school arrangements for the pupils. The Fakenham Cluster continually review support for parents and provide a wide range of services sign posted by the schools in the federation, for parents to access with or without support.

Age

Age profiles of the employees of both schools is lower than the local authority average and a wide range of experiences lay within the work force of both schools.

Religion or belief

As all schools in the Unity Federation have a distinctive Christian ethos and are church schools the culture of tolerance and understanding is a foundation for the school life that takes place. Each school has had other faiths represented in the child and adult population who have actively chosen to send their child or to work in a church school for such qualities mentioned.

Each school in The Unity Federation have adopted the local authority policies for Equality, Racism and SEND. As a result stringent measures and procedures are in place to ensure a fair and equal culture exists in both schools that has a non-threatening approach. Such policies are monitored by the governors based around the Every Child Matters outcomes and policies are regularly reviewed and updated.

9 Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all federation 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.

We currently undertake a review of all of our policies, procedures and functions. We need to continue to review Equality Impact Assessment within our existing cycle of policy reviews. This will then allow us to pay attention to minority groups and where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

Vulnerable groups, SEND children, gender etc are reported on their academic progress and achievement to the governing body regularly and staff review such groups termly.

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- Single Change Plans for each academy
- Premises Development Plans for each academy
- School inclusions and SEND policy
- Accessibility plan (held by NPS)
- Racist incidence policy
- Ant Bullying Policy
- Gender Equality Guidance

11 Roles and Responsibilities

- Our governing body of The Unity Federation of Church of England Primary Academies will ensure that each school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Executive Headteacher and each schools Head of School are 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 federation staff is 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 federation 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 each school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

The Unity Federation 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

We publish our scheme in some of the following ways:

- Staff and parent newsletters
- Staff and pupil induction
- Federation Website www.wrps.co.uk

14 Annual Review of Progress

You are legally required to report annually on your progress and performance in respect of this scheme covering race, disability and gender. You are also legally required to report annually on your 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 you to incorporate all these requirements into one annual report. An annual review and update of your action plan will formulate the basis for your report.

“We will continue to review annually 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

We will also revise our Single Equality Scheme and Action Plan every three years. (See review dates at the end of this document).

15 Ongoing evolution of our Scheme

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 / advocate 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

To be reviewed:

Date	Comments
2017	Updated to reflect academy status and MAT involvement
2020	
2023	

16 - Single Equality Scheme Action Plan 2010 – 2013 (Revised for 2014-17) New for 2017-2020

<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, 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 of School	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
✓	✓	✓	✓	✓	✓	✓	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
✓	✓	✓	✓	✓	✓	✓	Ethos Committee continues to develop links with the wider community to allow children to explore diversity in the wider world.	Termly visits to charitable clubs in the local area. Regular visitors into school. Diversity activities within the school curriculum.	Ongoing	Ethos Group Community Link Lead Governor	Full Governing Body
<p>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</p>											

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).

For actions relating to sexual orientation, age, religion, or belief and community cohesion, place a tick in the relevant box if your action relates to any of these