

Single Equality & Disability Plan

Date: March 2017

Review: March 2020

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as Church of England Schools.

Executive Head Teacher: Mrs Laura Green

Chair of Governors: Mr Peter Jackson

This single equality scheme 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 our two school communities. As Church Schools we place particular emphasis on the value of the individual.

Our scheme includes our whole community – 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. 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 communities.

We regard this scheme as being essential for achieving our mission statements:

Tacolneston CE VA Primary School strives to develop a life-long love of learning within each child. Through this we aim for everyone to lead a healthy, productive and meaningful life. We believe in the unique dignity and worth of every person. We together will provide a happy and challenging learning atmosphere within a well-disciplined, safe and secure environment, where everyone's contribution is valued and where children are helped to appreciate cultural diversity and develop their own spiritual awareness.

Morely CE VA Primary School strives to develop a lifelong love of learning within each child. Through this, we aim to empower each child to lead a healthy, productive and meaningful life. We believe that even the youngest can be a role model and that this should be a school where we inspire each other and where everyone will try to be their very best. We will work together to create an environment in which high expectations, the teaching of Christian values and mutual respect will make everyone feel safe, valued, encouraged and able to flourish.

Head Teacher, Chair of Governors

Introduction

Our schools are one form entry schools in the villages of Tacolneston and Morley, South 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 schools very well and use our understanding and data to inform our planning and objectives.

This equalities plan attempts to amalgamate all the equalities policies, including gender, race and disability policies, into one single equality plan.

At the Tacolneston and Morley Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 and the proprietor in the case of Academies or non-maintained special 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.)

Our school ethos, values and visions

- As a school with a church foundation, Christian values of love, respect, tolerance, caring, compassion and forgiveness, underpin everything we do;
- We nurture and encourage the pupils and have happy children who feel safe in their school;
- We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs;
- We value the contribution all the children make to the life of our schools and have School Councils and Ethos Groups;
- We tackle difficulties for individuals as quickly as possible;
- 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."

Our school within Norfolk's profile

(Information available from [Norfolk Insight](#))

Norfolk is a rural county with a diverse population of approximately 885,000 (2015).

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

Tacolneston School Profile

These figures are relevant to the school year 2016-2017, our numbers on roll currently stand at 93.

The percentages below indicated the proportions of children we have in our school from these significant groups.

Gender

- 41% of our children are girls
- 59% of our children are boys

Race

- 4 children are from an Ethnic Minority background
- 100% of our children are believed to speak English as their first language

Special Educational needs and disabilities

- 16% of our children are on our SEN register
- 1 child has a disability
- 1 child is on the autistic spectrum

Free School Meals

- 4 children are eligible for Free School Meals

Attendance figures for year 2015 - 2016 were 97.13%

Morley School Profile

These figures are relevant to the school year 2016-2017, our numbers on roll currently stand at 137 .

The percentages below indicated the proportions of children we have in our school from these significant groups.

Gender

- 55% of our children are girls
- 45% of our children are boys

Race

- 3 children are from an Ethnic Minority background
- 100% of our children are believed to speak English as their first language

Special Educational needs and disabilities

- 11% of our children are on our SEN register
- 1 child has a disability
- 1 child is on the autistic spectrum

Free School Meals

- 12 children are eligible for Free School Meals

Attendance figures for year 2015-2016 were 97.3%

Tacolneston and Morley, and the surrounding area, are predominantly white British.

As Church Schools many of our families are Christian.

Collecting and analysing equality information for pupils at Tacolneston and Morley CE VA Schools

Tacolneston and Morley are inclusive schools. We use the curriculum and teaching to enhance the self-esteem of all those they serve and 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 levels
- Attendance levels

- Exclusions
- Complaints of bullying and harassment
- Racist incidents
- Parent / pupil questionnaires

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

- Boys/girls gender gap
- The link between low attendance and children with emotional needs
- The school meets the needs of the children currently on roll and it would need to make adjustments in the future dependent on the physical disabilities of the child to ensure they are able to access the full curriculum

Collecting and analysing equality information for employment and governance at Tacolneston and Morley CE VA Schools

Tacolneston and Morey Schools are committed to providing a working environment free from discrimination, victimisation and harassment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and we also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

Employer duties As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

We will ensure this commitment is met by:

- Monitoring recruitment and retention, including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

We collect and analyse the following profile information for our staff and governors:

- Well being questionnaires
- Staff appraisals/performance management
- Applicants for employment
- Staff profile
- Disciplinary and grievance cases
- Governor profile

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. This was achieved by:

- Discussions at staff meetings
- Discussions at governing body meetings
- Cluster heads meeting
- Parent/pupil questionnaires
- Feedback from visitors

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

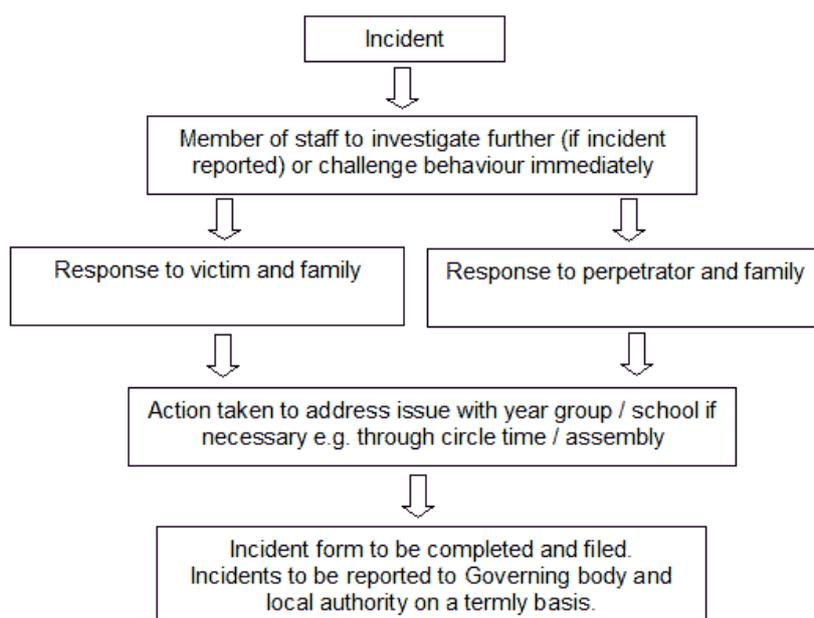
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;

- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Ridicule of an individual for difference e.g. food, music, religion, dress, names etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report **discriminatory incidents**. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting pupil discriminatory incidents is outlined below:



If a staff member believes they are the target of a discriminatory incident, they should raise it with the Head Teacher. If they believe the Head Teacher is involved they can go to the Deputy Head Teacher or Senior Teacher. If they believe staff are involved they can contact the Chair of Governors.

Review of progress and impact

What we have achieved so far

Racist equality - We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. If an incident occurs the school keeps a log and this is monitored. Parents would be fully involved. We celebrate diverse cultural achievements and well known people

Gender equality – Our curriculum reflects an awareness to address the interests of boys and girls. The FIDP 2016 reflects the need to address any discrepancy in performance between boys and girls.

Disability equality - The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The school continues to promote visits by disabled people. Care plans are written to support any pupils with a disability. Other equality areas - Behaviour and Anti Bullying policy 2017 shows that harassment and bullying is not tolerated.

The schools would like to do more:

- Make links with people and groups from diverse cultures
- Morley would like to make the environment even more suitable for visually impaired pupils
- Encourage boys to read for enjoyment and promote boys reading in school
- Invite successful disabled athletes to school

Equality impact assessments

When reviewing existing policies or writing new ones we evaluate whether they meet the needs of all of the groups within our school.

Other School Documents

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

- Federation Improvement and Development Plan
- SEN information report
- Accessibility Plan
- Bullying Policy
- Bullying Incidents Log
- Racist Incidents Log
- Pupil Premium report

Roles and Responsibilities

- Our Governing Body is responsible for ensuring our school complies with legislation, and that this policy and it's related procedures and objectives are implemented.
- Our Head Teacher is responsible for 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.

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 curriculum 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.

Publicising our scheme

- School website
- Parent newsletter
- Staff induction
- New Parents' meeting

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

- The results of the information gathering activities for race, disability and gender and what has been 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 has been achieved in relation to promoting community cohesion

Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action plan. This includes:

- 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
- Annual questionnaires for parents

- Regular discussions at staff and governor meetings
- Having staff available to discuss equality and diversity matters

Single Equality & Disability Plan

Date: March 2017

Review: March 2020

ACTION PLAN

| Race (R) Disability (D), Sexual Orientation (SO), Age (A), Religion/Belief (RB) Gender (G) | | | | | | Planned Outcome | Planned Actions | Time scale | To be Actioned by | Monitored by |
|--|---|--------|---|--------|---|---|---|------------|----------------------|--|
| R | D | S O | A | R B | G | | | | | |
| | | | | | ✓ | Boys are reading more books, attainment of boys reading increases Library with sufficient and appropriate texts | Encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls. | Ongoing | H/t Teachers Govs | Pupil interviews Data |
| | | | ✓ | | ✓ | Monitor and act on any trends or patterns in the data that require additional support for pupils. | All data to be analysed with regard to gender, race and term of birth (EYFS). Teachers and H/t analyse at pupil progress meetings. | Each term | H/t Teachers | |
| ✓ | ✓ | | | ✓ | | The curriculum promotes role models that children positively identify with in terms of race, gender and disability. | Invite a range of visitors to school where possible to promote race awareness, disabled athletes etc. | Ongoing | H/t Teachers | Increase in pupils' participation, confidence and achievement levels |
| ✓ | | | | ✓ | ✓ | Curriculum for RE/Citizenship/PSHE has opportunity for all pupils to learn about different cultures | The school celebrates cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas etc. | Ongoing | H/t Teachers | |

TACOLNESTON & MORLEY CE VA PRIMARY SCHOOLS FEDERATION

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| ✓ | | | | ✓ | | More diversity reflected in school displays across all year groups | Monitoring of school displays to ensure a range of subjects/issues are covered e.g. Anti-Bullying Week 'It's okay to...' | Ongoing | H/t | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | School policies and any written information (e.g. Staff Handbook) are free of discrimination in terms of phrases, procedures and practices. | All school policies when reviewed are audited to ensure there are no discriminatory phrases, procedures or practices. | Ongoing | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | All children contributing to school life | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (non-discriminatory) e.g. through involvement in the School Council, Ethos Group, class assemblies, fund raising etc. | Ongoing | | Representation monitored by race, gender, disability through an audit |