



Single Equality Scheme

Review Period: 3 years

Formally adopted by the Governing Body of:	Pulham Primary School
On:	Spring 2017
Chair of Governors:	Luci Waters
Signature:	
Head Teacher:	Simone Goddard
Signature:	
Date of last review:	Spring 2014
Date of next review:	Spring 2020

Section	Contents	Page
Foreword		
1	What is the Single Equality Scheme and Action Plan?	3
2	Meeting our duties	3
3	Our school values and visions	5
4	Our school within Norfolk's profile	6
5	Collecting and analysing equality information for pupils at "Good Norfolk School"	6
6	Collecting and analysing equality information for employment and governance at "Good Norfolk School"	7
7	Consultation and involving people	9
8	What we have achieved so far	10
9	Equality impact assessments	11
10	Other school policies	12
11	Roles and responsibilities	12
12	Commissioning and procurement	13
13	Publicising our scheme	13
14	Annual review of progress	13
15	Ongoing evolvement of our scheme	14
16	Action Plan	15

Foreword

We understand that, despite legislation designed to promote equalities, discrimination and inequality still exists in our society.

A 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.

This scheme incorporates the previous Equal Opportunities and Community Cohesion policies as well as the Disability, Gender and Race Equality Schemes.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. 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.

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

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2017 to 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 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.

We believe that having this Single Equality Scheme will:

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, pupils and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our workforce.

What is the Equalities Act 2010?

The Equalities act replaced nine different acts and over 100 sets of regulations which had been introduced over several decades. It provides us with a single consolidated source of discriminatory law.

Schools must have due regard to the three aims of the duty, which are to:

1. **eliminate unlawful discrimination**, harassment or victimisation
2. **promote equality** between those who share a protected characteristic and those who do not
3. **foster good relations** between those who share a protected characteristic and those who do not

It integrates the above statutory duties in relation to the “protected characteristics” identified in the Equalities Act 2010. These are:

- gender
- race
- disability
- religion or belief
- sexual orientation

- gender reassignment
- pregnancy or maternity
- Age (Age is a protected characteristic in relation to employment. This does not apply to pupils)
- Marriage or civil partnership (this is also protected, but only through aim 1 “eliminating discrimination“.)

Association

These duties apply to associated persons. For example, it is unlawful to discriminate by refusing to admit a pupil because his parents are gay men, or a child suffering because a mother made a complaint of sex discrimination against the school.

Perception

It is also unlawful to discriminate because of a characteristic you think a person has, whether they actually have it or not.

Special provision for disability

Disability discrimination is different from the rest of the act in a number of ways. In particular, it works in only one direction- that is to say, it protects disabled people but not those that are not disabled. This means that schools are allowed, and in some cases required to, treat disabled persons more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with non-disabled people.

2. Meeting our duties

The Equalities act states that, for all protected characteristics, schools must have *due regard* to the three aims of the duty, which are to:

- **eliminate unlawful discrimination**, harassment or victimisation
- **promote equality** between those who share a protected characteristic and those who do not
- **foster good relations** between those who share a protected characteristic and those who do not

Our obligations under legislation are entirely in keeping with the school’s obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

Due regard

Having „due regard“ involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristic.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where participation is disproportionately low.

Discrimination

This can happen in any of four ways.

1. Direct. Where someone is treated less favourable than another because of a protected characteristic.
2. Indirect. Where provision, criterion or practice is applied generally but has the effect of disadvantaging people with a particular protected characteristic.
3. Harassment. Unwanted conduct related to a protected characteristic which has the effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.
4. Victimisation. This occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the act. For example, where a person has previously made an allegation of discrimination, even if it was incorrect. This is to ensure people are not afraid to raise genuine concerns about discrimination.

Our duties in different areas are as follows.

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

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability equality

Disability is a physical or mental impairment that has an effect on a person's ability to carry out normal day-to-day activities. The effect must be:

- Substantial
- Adverse
- Long-term (meaning at least a year)

Some examples of disabilities are: ADHD, autism, dyslexia, cancer, MS, HIV, diabetes, disfigurements and mental health issues. The act also covers people who have previously had a disability.

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

The school has decided to align our Accessibility Plan within our Single Equality Scheme so they can be reviewed and amended at the same time.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Improve access to the **physical environment** of the school; (this covers improvements to physical aids to access education)
2. Increase access to the **curriculum**, incorporating after school and out of school activities including educational visits; (to ensure children with disabilities are as equally prepared for life as the non-disabled pupils)
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. (examples might include handouts, timetables, textbooks and school information)

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 Pulham 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 and gender reassignment

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.

Religion or Belief

This definition is wide enough to cover fringe or cult religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs. It also covers perceived religion or lack of religion.

The school's curriculum content is exempt. Schools should continue to deliver a broad, inclusive curriculum to which all pupils are entitled without fear of challenges based on religious views. Faith schools have some exemptions- for example, admissions criteria.

Sexual Orientation

Sexual orientation is defined as:

- Orientation towards persons of the opposite sex.
- Orientation towards persons of the same sex.
- Orientation towards persons of the same sex and the opposite sex.

Schools need to:

- Make sure that gay, lesbian and bisexual pupils or the children of gay, lesbian and bisexual parents are not singled out for different or less favourable treatment.
- Ensure that there are no practices which could result in less favourable treatment.
- Ensure that homophobic bullying is taken as seriously as any other bullying.
- Ensure that applications are not deterred on the grounds of sexual orientation.

The PSHE and SRE guidance makes clear that schools should meet the needs of all young people whatever their developing sexuality or family circumstances.

Pregnancy and maternity

Discrimination of students and staff because of pregnancy or maternity are covered for the first time under this act. It is now unlawful to treat people less favourably because they become pregnant or have recently had a baby.

3. Our school values and visions

In our school we

- actively promote the spiritual, moral, social, cultural, mental and physical development of our children and seek to prepare them for the opportunities, responsibilities and experiences of later life;
- respect diversity in adopting 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."
- celebrate diversity and welcome the contributions which different groups and individuals make to the community;
- strive to eliminate all forms of discrimination and harassment;
- create an ethos in which pupils and staff feel valued and secure;
- strive to make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation and value our staff for their ability and potential to help us achieve this.
- ensure that all pupils and staff understand what constitutes appropriate behaviour and acceptable use of language;
- encourage all pupils to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to others;

- encourage all pupils to develop the knowledge, understanding and skills they need in order to participate in a multi-cultural society;
- instil in pupils an awareness of discriminatory attitudes such as racism and sexism and aim
- to establish an environment which is effective in reducing prejudice and raising self esteem;
- have clear procedures for dealing quickly with incidents of discrimination and harassment;
- seek the views of all groups affected by the policies and work of our school, to ensure community inclusion and develop positive attitudes towards diversity;
- 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.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school;
- believe that it is our duty to address issues of „how we live together“ and „dealing with difference“. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us;
- promote justice, equality of opportunity and fair treatment for all and thereby allow all members of our school community, to achieve the level of success and self respect which they deserve.

4. Curriculum, teaching and assessment

The diversity of our society is *increasingly* addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and value that will challenge discrimination;
- provide opportunities for pupils to appreciate their own culture, while at the same time celebrating the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

5. Collecting and analysing equality information for pupils at Pulham Primary School

Pulham 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 continue to develop our understanding of the major equality issues in our school's functions and services. In order to do this we collect and analyse the following equality information for our pupils which is available through RAISE Online.

	National (primary)	Norfolk	School
Number on roll	275	Information not available	129
Girls	49%	Information not available	38%
Boys	51%	Information not available	62%
Free school meal eligibility	25.2%	25.3%	14.7%
Pupils from minority ethnic groups	31.6%	13.9%	2.6%
Pupils first language not/believed not to be English	20.1%	10%	0
Pupils with an SEN statement or EHC plan	1.3%	1.5%	0
Pupils with SEN support	12.1%	13%	17.1%
Stability	85.7	Information not available	87.7
School deprivation indicator	0.21	Information not available	0.13
Attendance (2 terms)	96.1%	Information not available	97%
Attendance persistent absence (2 terms)	8.8%	Information not available	5%

We have been mindful of the laws relating to confidentiality when devising this Scheme. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. In

this case, the Head and key members of the governing body collect the attainment, attendance, exclusions and participation data of the groups mentioned above but due to low pupil numbers in each group have chosen not to share the data in this document.

7. Collecting and analysing equality information for employment and governance at Pulham Primary School

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

Pulham Primary School aims to recruit an appropriately qualified workforce and governing body. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.

- We also hold the following profile information for our staff and governors:
- Applicants for employment (via local authority recruitment forms)
- Attendance (including staff training events)
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

We have been mindful of the laws relating to confidentiality when devising this Scheme. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. In this case it is the Head and key members of the governing body.

Actions to address the issues identified have been prioritised over the life span of our scheme and have been included in our Action Plan.

8. What we have achieved so far?

Successes in eliminating unlawful discrimination, harassment or victimisation

- There have been no allegations of discrimination against the school or staff.
- The overwhelming majority of children feel safe in school.
- We hold assemblies and circle times to discuss how children can keep themselves safe.

Race Equality

- There have been no recorded racists' incidents in the last three years.
- We discuss diversity and race equality through Collective Worship, our SMSC curriculum, through RE and through use of the PATHS system.

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.

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.

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 Diwali 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 if made would be accommodated.

9. 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.

Pulham Primary School is keen to ensure that none of its policies and practices disadvantages people with disabilities, from different ethnic backgrounds or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by all Staff and Governors.

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 is underway and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

10. Consultation and involving people

We appreciate that legislation states it is important for minority groups to be involved in the formulation and development of equality schemes and action plans, and we endeavour to

involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute.

We greatly value the collaborative way our local cluster of schools works. We have a shared belief that we have a combined obligation for the education of all children in our wider community. Together we strive for a parity of provision and an equality of opportunity – whichever school parents choose for their child.

The following good practice is undertaken in our school:

- We have disabled access/toilets/shower
- Staff well trained on children's needs
- Friendly and approachable staff – who act as role models
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place
- Small school ethos
- PEPs in place for pupils with specific needs
- Children are taught about differences and tolerance as part of the RE, SMSC and PSHE curriculums as well as being an ongoing thread through school life.
- SRE does deal with issues relating to this scheme
- Ensure all staff has equalities information as part of their induction programme.

11. Breaches of the Single Equality Scheme and Associated Policies

We understand that eliminating discrimination, victimisation and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on disability, race, sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

12. Roles and Responsibilities

In our school we all take responsibility for promoting equalities, however;

Governors

Our governing body will ensure that the school complies with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this Scheme and Action Plan as well as associated policies.

Headteacher

Our Headteacher is responsible for co-ordinating the implementation of this scheme, and will ensure that the staff are aware of their responsibilities, are given necessary training and support and report progress to the governing body.

The Headteacher will work the staff and governors to ensure that;

- staff recruitment, training opportunities and conditions promote equality and
- existing and planned policies are assessed for the ways in which they impact on equality
- appropriate action is taken against staff or pupils who discriminate

Staff

Our staff will 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, and maintain a good level of awareness of equalities issues.

Our staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

Pupils

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.

Visitors

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

13. Commissioning and Procurement

Pulham 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.

14. Publicising our Scheme

Our Single Equality scheme will be made accessible, in the home languages of our major ethnic groups, to all persons within our local and school community on our school website. This will be signposted in the following ways:

- At staff meetings
- On our school website
- Staff induction

15. Review

This scheme covers a three year period from Spring 2017 to 2020, although it will be reviewed annually. This will review the actions we have taken on an annual basis including:

- Analysing the results of any information gathering activities for any of the protected characteristics and how we have used this information to lead improvement.
- Considering the outcomes of involvement activities from minority groups within our community
- Updating the progress made against our priorities
- Celebrating our achievements in relation to promoting community cohesion