



Hethersett Woodside Infant and Nursery School

Single Equalities Scheme 2012 - 2015

“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.”

Nicola Cushion
Garry Whiting

Headteacher,
Chair of Governors

Quote from children:

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2012 to 2015. 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.

Hethersett Woodside Infant & Nursery School

Schools have duties to promote race, disability and gender equality and a duty to promote community cohesion. Schools must also eliminate discrimination on the grounds of sexual orientation, age or religion and belief.

The duties cover staff, learners and people using the services of the school such as parents.

Our scheme includes the whole school community-pupils, staff, governors, parents/carers and the wider community.

The scheme encompasses our values and vision; is essential for achieving the Every Child Matters outcomes and the objectives of the Norfolk's Children and Young People's Plan.

1 Introduction

1.1 We are committed to giving individuals every opportunity to achieve the highest of standards. We do this by taking account of varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all. The achievements, attitudes and well-being of all our community matter. This policy is intended to help to ensure that this school promotes individuality, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

1.2 This policy accords with legislation:

Race Relations (Amendment) Act 2000;

Disability Discrimination (Amendment) Acts 2002 and 2005;

Sex Discrimination Act 1975.

2 Aims and objectives

2.1 We do not discriminate against anyone on the grounds of ethnicity, religion or belief, attainment, age, disability, gender, background and sexual orientation.

2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

2.6 We challenge personal prejudice and stereotypical views whenever they occur.

2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

3.1 In our school, we will:

strive to eliminate all forms of racism and racial discrimination;

promote equality of opportunity;

promote good relations between people of different racial and ethnic groups.

3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures. (Appendix1)

3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

4 Disability equality

4.1 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the Disability Discrimination Act (Appendix2). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children and adult's full access to all school amenities and learning.

4.3 Teachers modify teaching and learning as appropriate for children with disabilities.

4.4 Accessibility

With regard to disability legislation we aim to plan strategically over time to: increase access to the curriculum, make improvements to the school environment and ensure greater accessibility to written information.

4.5 We must make sure that disabled pupils do not receive less favourable treatment and to do this the school has to make reasonable adjustments.

5 Gender Equality

5.1 In promoting gender equality we take regard of eliminating unlawful discrimination and harassment and promoting equality of opportunity between men and women, boys and girls. We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

5.2 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

5.3 Transgender- this term refers to a range of people who do not feel comfortable with their birth gender and is covered by the gender equality duty. The school will respect confidentiality.

6 The role of governors

6.1 In this scheme, the governing body has set out its commitment to equality, and it will continue to do all it can to ensure that all members of the school community are treated both fairly by working towards equality of opportunity. Providing a working environment free from discrimination, victimisation and harassment.

6.2 The governing body collects analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and investigate any group/individual that are underachieving. To do this, we monitor:

Admissions

Achievement and Attainment

Attendance

Exclusions

Incidents of bullying, racism and harassment

Meeting with School Council

Parents' and pupils' questionnaires.

6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities

6.4 The governors welcome all applications to join the school, whatever background or disability a child may have.

6.5 The governing body works towards ensuring that no child or adult is discriminated against whilst in our school on account of their gender, race, disability, religion or belief, sexual orientation and age.

7 The role of the headteacher

7.1 It is the headteacher's role to implement the school's policy on equality, and s/he is supported by the governing body in so doing.

7.2 It is the headteacher's role to make sure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

7.3 The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against. . We collect and analyse information for our staff and governors through job applications, staff training, grievance procedures and performance management information.

7.4 The headteacher promotes the principle of equality when developing the curriculum, and in providing opportunities for training.

7.5 The headteacher promotes respect for other people in all aspects of school life.

7.6 The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher and support staff

8.1 At HWIS we aim to provide all our pupils the opportunities to achieve at the highest level; we promote equality through our learning and teaching. All adults are good positive role models in their approach to equality; as agreed in our school values and vision.

8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. We recognise that appropriate language choices should be made in relation to for example using correct terminology, creating positive images of a particular group, not causing offence.

8.4 Ensure our PHSE curriculum covers all equality issues.

8.5 Seek to involve all parents in supporting their child's education.

8.6 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents and draw them to the immediate attention of the headteacher.

9 Commissioning and Procurement

9.1 At HWIS we are 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 the tendering process.

10 Community Cohesion

10.1 We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. At HWI&NS we have a Community Cohesion Action Plan.

11. Our School values and vision

Meeting the duties described in this scheme will mean that our actions will embody our school's values and vision:

Hethersett Woodside Infant & Nursery School

Aims and Values

A school that is a happy, safe nurturing environment for all.

A school where children are enabled to participate and have a voice.

A school where children enjoy learning through involvement in a meaningful, purposeful and relevant curriculum that develops lively, enquiring minds and gives children skills for life.

A school that works in partnership with parents and the wider community.

A school that develops healthy and positive attitudes to learning and living.

A school that develops opportunities beyond the classroom.

A school that enables pupils to benefit from professionally developing staff.

12. 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)

13. Ethnicity data *

(Information based on Raiseonline data- updated annually)

*These figures underline the importance of the school adopting effective approaches to global citizenship, racism and community cohesion in particular

14. Consultation

14.1 We will involve pupils, staff, governors, parents/carers and the wider community in the development of the SES and action plan. Through:

School and class councils

Surveys

Staff meetings

Questionnaires

Discussions at governing bodies

Discussions at cluster groups

15 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.

Other policies

We have used existing school policies to inform the Single Equalities Scheme:

Equal Opportunities Policy

Disability Equality Scheme

Accessibility Plan

Anti-Bullying Policy

Safeguarding Policy

Behaviour Policy

SEN Policy

Learning and Teaching Policy

Intimate care policy

Positive handling policy

16 Monitoring and review

16.1 It is the responsibility of our governing body to monitor the effectiveness of this scheme.

The governors will therefore:

monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;

monitor the staff and governor appointment process, so that no one applying for a post at this school is discriminated against;

require the headteacher to report to governors annually on the effectiveness of this policy;

take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;

monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This scheme will be reviewed by the governing body every three years, or earlier if it is considered necessary. The Action Plan will form part of the SDIP.

The scheme will be published on our website with a hard copy available at the school office by request.

We will continue to involve people from the whole school community as our Single Equality Scheme and Action Plan evolve.