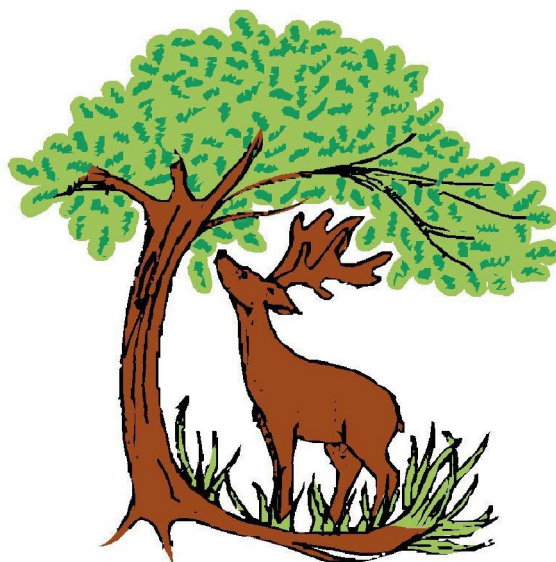


# Hethersett Woodside Infant & Nursery School

## Single Equality and Disability Plan



**Approved by:**

**Date:**

**Last reviewed  
on:**

**Next review due  
by:**

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**We welcome your feedback. If you have any comments please contact us.**

## Hethersett Woodside Infant & Nursery School

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 the whole community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended community.

It is very important that we all work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. It includes equality information about our school and our equality objectives.

Headteacher, Chair of Governors

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## Introduction

### Introductory notes

Our school is a two-form entry infant and nursery school in Hethersett. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use this understanding, and data to inform our planning and set our objectives.

### Legal framework

We welcome our duties under the [Equality Act 2010](#) to eliminate discrimination, advance equality of opportunity and foster good relations. This extends to protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Our policy reflects the requirement of the Education and Inspections Act 2006 to promote community cohesion.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## **Our School Vision and Values**

Meeting the duties described above will mean that all our actions will embody our school's vision and values, which include:

- ▶ opportunities for all members of our school community to have an equal role to play in school development and ensure every voice is heard
- ▶ a happy, safe nurturing environment for all
- ▶ enjoyment of learning through involvement in a meaningful, purposeful and relevant curriculum that develops lively, enquiring minds and gives children skills for life.
- ▶ healthy and positive attitudes to learning and living
- ▶ opportunities beyond the classroom to learn.
- ▶ professionally developing staff to benefit children's learning.

## **Our School within Norfolk's profile**

Norfolk is a rural county with a diverse population of approximately 898,400 (2017).

### **Race**

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 3.4% of the school population speak English as an additional language.

### **Disability**

- In Norfolk 4.1% of pupils (slightly more than the 2.8% seen nationally) have a EHCP or statement, and 12.4% of pupils (again slightly above the 11.6% national average) have identified SEN needs.
- Special educational needs remain more prevalent in boys than girls. 14.6% of boys are on SEN support compared to 8.1% of girls. 4.0% of boys have a statement or EHC plan compared to 1.6% girls (Norfolk JSNA briefing document 2015/16).

### **Age**

- Norfolk has an aging population – higher than the regional or national average.

### **Gender Reassignment**

- Estimates suggest 20 per 100,000 people in the UK have gender reassignment, although numbers are rising. This would suggest approximately 170 people in Norfolk

and, if spread across all age groups, it would suggest approximately 40 age 0-19 year olds fall into this category.

- **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.

## **Our School profile**

These figures are relevant to the school year 2017/18. Our numbers on role currently stand at 266 but still increasing. We will begin to grow to a two form entry primary school from September 2019.

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

**Gender**

53.8% of our children are boys

46.2% of our children are girls

**Race**

11.9% of our children are from an Ethnic Minority background

95.4% of our children are believed to speak English as their first language

**Special Educational Needs and Disabilities**

8.6% of our children are on the SEN register

% of our children have a disability as defined by the Guidance notes for the Equality Act 2010 [?]

### **Free School Meals**

9.3% of our children are eligible for Free School Meals

**Attendance Figure for the year 2016/17 was 94.6%**

Hethersett and the surrounding area is predominantly white British. However, approximately 4.9% of the children are Asian and African origin due to our proximity to the N&NU Hospital and University of East Anglia. Many of these families speak fluent English, although we have families at a variety of stages of spoken English.

34.6% of our children are Christian; We also have Hindu and Muslim families in our school community as well as those who do not practice a faith.

### **Collecting and analysing equality information for pupils at Hethersett Woodside Infant & Nursery School.**

Woodside 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 fulfill her or his potential.

We collect and analyse the following equality information for our pupils.

- Attainment and achievement
- Attendance
- Exclusions
- Complaints of bullying, racism or harassment
- Meeting with the School Council
- Parents' and pupils' questionnaires

We have identified the following issues:

- Ensuring baseline assessments are accurate and consistently set across the school to establish any gaps between people who share protected characteristics and those who do not.
- Access resources and teaching to eliminate any homophobic or racist comments
- Explore teaching strategies to narrow the gap identified in gender.
- Increase our understanding of issues facing EAL families and ensure they are able to access information and feel fully included in the community.

We have used these objectives to develop our equality action plan.

## **Collecting and analysing information for employment and governance at Hethersett Woodside Infant & Nursery School.**

Hethersett Woodside is committed to providing a working environment free from discrimination, victimisation and harassment.

We aim to recruit an appropriately qualified workforce and governing board that is representative of all sections of the community in order to provide a service that respects and responds to the needs of our local population.

We collect and analyse the following profile information for staff and governors.

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

We have identified the following issues from this information – gathering exercise.

- [?]

### **Consulting and involving people**

- Discussions at staff meetings
- Discussions at governing board meetings
- Discussions with cluster groups
- Involvement with local community activities
- Parent/pupil questionnaires
- Feedback from visitors

### **What we have achieved so far**

#### **Race equality**

There have been two recorded racist incidents over the last three years. All incidents are reported and taken seriously. Any incident is logged, monitored and parents have been fully informed. PSHCE lessons seek to address any incidents.

#### **Gender Equality**



Gender equality is continually monitored across the school. Any gaps in attainment are identified and strategies in place to address discrepancies in performance between boys and girls. Curriculum maps are updated regularly to address the changing interests of boys and girls.

### **Disability Equality**

We have worked to increase our knowledge and understanding of individual needs especially with regards to mental health and complex needs through training.

### **Religion/belief**

Children of all religions have shown a willingness to share their beliefs, often with the added support of family members, in a positive way.

## **Equality Impact assessments**

We undertake quality impact assessments to identify the impact or effect of our policies, procedures and functions, particularly taking into account protected characteristics. When negative impacts are identified, we will take steps to deal with this and make sure equality of service to all.

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

## **Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure all visitors to the school, including parents/carers are adhering to our commitment to equality

All school staff will:

- Have regard to this document and work to achieve the objectives as set out in it.
- Promote an inclusive and collaborative ethos in our school
- Plan and deliver a curriculum which reflects our values and principles
- Deal with prejudice related incidents that may occur

Pupils will:

- 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.

### **Commissioning and procurement**

Hethersett Woodside 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 the tendering process.

### **Publicising our scheme**

- School website
- Newsletters
- Staff induction
- Communication with local community and voluntary groups
- New parents' meeting

### **Monitoring and Review**

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

The governing board will:

Monitor the progress of pupils from minority groups, comparing it with all pupils in our school

Monitor the staff and governor appointment process to ensure equality for all applicants

Receive a report from the headteacher annually on the effectiveness of this policy

Monitor the school's behavior policy, and the number of exclusions, to ensure all pupils from minority groups are treated fairly.

update the equality information we publish, at least once a year.

This document will be reviewed and approved by the governing board at least every 3 years.

### **Ongoing involvement 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. This includes:

Regular discussions at staff and governor meetings

Available staff to discuss equality and diversity matters during parent consultation meetings

Annual school open evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

Questionnaires for parents.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Anti-bullying Policy
- Safeguarding Policy
- Behaviour & Positive Discipline Policy
- SEND Policy
- Teaching & Learning Policy
- Safe Touch and Positive Handling
- Positive Handling Policy