

Norton Primary Academy



Equality Statement and Single Equality Scheme
2014-2018

Equality Statement

Norton Primary is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Norton Primary recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework on the importance of narrowing the gaps in achievement which affect groups including those entitled to Pupil Premium, pupils with additional needs and pupils who may be at the early stages of acquiring the English language.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: pupils entitled to pupil premium, pupils with additional communication needs including those identified with ASD and sensory processing difficulties.

In our School there is curriculum coverage of equalities issues, particularly with regard to race and sexual orientation.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include significant cross-school work as part of the Rights Respecting Schools approach.

The school takes part in certain national projects and award schemes, for example International Schools, Eco Schools and Rights Respecting Schools.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have extended the changing facilities provided for pupils who have additional toileting needs, ensured all areas are accessible to wheelchair users and incorporated a loop system within our main hall to support those who are hearing impaired.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Principal:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.

- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Principal in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.

- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Principal, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Parents/Carers:

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published annually.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.

- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Principal.

Objectives

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.

Appendix 1: Equality Objectives Action Plan 2014-15

Objective: To improve further outcomes for identified groups of vulnerable pupils.						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
To enhance provision for pupils with complex needs.	<p>*Evaluate and enhance the environment and resources provided to support pupils</p> <p>*Ensure interventions (including 1:1 support) are used to maximum impact</p> <p>*Develop an UKS2 small group provision for pupils with complex needs</p>	<p>Spring '15</p> <p>Ongoing</p> <p>Autumn '14 onwards</p>	<p>SENCO</p> <p>Class teachers</p> <p>Teaching assistants</p>	<p>CPD/PPA time</p> <p>CPD time</p> <p>Leadership time / TA CPD</p>	<p>Pupils with complex needs make at least expected, and at times accelerated, progress.</p> <p>Good practice and CPD is effectively shared to improve provision.</p>	<p>SENCO</p> <p>KS leaders</p> <p>TA CPD lead</p>
To effectively support pupils at risk of disengagement.	<p>*Families are supported by appropriate professional including via use of CAF through extending PSA hours</p> <p>*Individualised plans impact upon attitude to learning positively</p> <p>*Pupils supported effectively at times of greatest vulnerability.</p>	<p>Ongoing</p> <p>Termly review</p>	<p>Learning mentors</p> <p>PSA</p> <p>VP (line managing above)</p>	<p>CPD time</p> <p>£5,000 counselling service</p> <p>£1,000 premium pot</p>	<p>Greater levels of engagement evidenced.</p> <p>Partnerships further improved.</p>	<p>VP</p> <p>KS leaders</p> <p>SENCO</p>
Objective: To further develop pupils' understanding of the nature and impact of bullying with particular reference to homophobic / disability based bullying.						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
To further promote tolerance of all lifestyles and address prejudice-driven behaviour relating to homophobia / disabilities.	<p>Anti-bullying week emphasis on homophobia / disability awareness</p> <p>Ensure zero tolerance / recording in line with use of racist language.</p> <p>Increase staff understanding of how to teach issues – Stonewall session.</p>	<p>Autumn '14</p> <p>Sept '14</p> <p>Autumn '14</p>	<p>VP / Rights & Shine working gp</p> <p>P / all staff</p> <p>VP</p>	<p>Stonewall training PDD</p>	<p>Incidents of use of homophobic / disability language reduced</p> <p>Greater respect for & understanding of range of lifestyles</p>	<p>P / VP</p>