

NORFOLK CHILDREN'S SERVICES

Single Equality Scheme for Mile Cross Primary School including Accessibility Plan and Equal Opportunities 2022-25



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Scheme agreed by Governors:

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Scheme due for review:

Date November 2025

Head Teacher: Mr S Allen

Date November 2022

Lead Person: Mr T Whalen

Date November 2022

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Foreword

“This Single Equality Policy 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 – children, staff, parents and carers and all those within our extended school community, including neighbouring schools.

We acknowledge that it is very important for us to 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

Mr Stuart Allen: Headteacher

‘Equality means that every person, no matter how they look, should be treated the same. Treat people how you would like to be treated and be kind to all’

School Council

1. What is the Single Equality Policy?

Our Single Equality Policy is intended to be a working document that covers a three-year period from 2022 to 2025. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, children and people using the services of the school such as parents.

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 child or potential child

- In relation to admissions
- In the way it provides education for children
- In the way it provides children access to any benefit, facility or service
- By excluding a child or subjecting them to any other detriment.

2. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

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

Children need to be made aware that we live in a diverse society, in which appropriate positive attitudes and behaviour need to be adopted.

The school's commitment to diversity and anti-racial discrimination is reflected in the following school aims:

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued
- Value each child for themselves so that they can develop and extend their own special strengths and interests
- Provide opportunities that encourage the children to work co-operatively together.

The school aims to create an environment where no-one should experience racial harassment, whether directed at them or a fellow student.

Strategies to encourage positive child behaviour:

- All staff promote and model positive attitudes, language and behaviour at all times
- Some racist incidents are of a less obvious type and may not occur in the presence of adults. It is therefore important that a culture is created which will ensure that all members of the school community are sensitive to and take responsibility for reporting such incidents
- Opportunities in the curriculum e.g. Life Skills, Golden Ticket, Year group and whole school assemblies will encourage positive behaviour and attitudes
- Diversity issues and equal opportunities are incorporated into cross curricular issues
- Sensitive choice of teaching materials by staff to promote diversity and avoid possibility of stereotyping

Identification

- A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person' and can take the following forms:
- Physical harassment
- Verbal harassment e.g. name calling, ridiculing a person's background or culture
- Non-co-operation and disrespect - refusing to work with or show respect may be a racist incident if there is evidence of racist motivation
- Stereotyping
- Other incidents such as racist jokes and vocabulary, graffiti or racist literature

Referral/reporting

Children are encouraged to inform staff of racist incidents. Staff ensure that reports are taken seriously and information is recorded using CPOMS

Immediate action will be finding out what happened, reassuring the victim and allowing the alleged perpetrator to consider the consequences and impact of his or her behaviour.

Parents will be informed.

A member of the SLT (Senior Leadership Team) will be informed and check that the incident has been recorded and followed up swiftly and appropriately. and a racist incident sheet completed.

The school follows the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability equality

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 people's disabilities, even where that involves treating disabled people more favourably than other people.

Evidence of Good Practice:

- Children are allocated to classrooms depending on physical needs and disability - the school is flexible with resources to meet the additional needs of children
- Workplace assessments are carried out as required and adjustments made according to recommendations, enabling staff to be fit to work and address their well being
- Staff are well trained on the specific medical needs of individual children, including care plans where appropriate.
- The school meets the requirements for first aid provision in the school and children with daily medical needs are cared for
- Multi agency support requested and involved for individual children e.g. occupational therapist. This has ensured that the needs of particular children

Accessibility

There is specific disability legislation in relation to disabled children and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum:
2. Make improvements to the physical environment of the school to increase access.
3. Make written information accessible to children in a range of different ways

It must be ensured that disabled children do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Refer to Accessibility Plan for further information

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 considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Gender equality

- Attainment and achievement are analysed and any gaps are addressed via the SIDP.
- Good male and female role models for children both in school and on playground
- Resources and topics are chosen to reflect the interests of both boys and girls
- There are no significant gender gaps - gaps are significantly lower than National figures and that of other schools in Norfolk (data from MySchool)

Transgender

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.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Homophobic incidents are reported to the Local Authority.

The school adheres to the Employment Equality Regulations 2003 and The Equality Act 2007 covering unlawful discrimination of children, parents, carers prospective children, staff, job applicants, governors and others using the school facilities.

No child is discriminated against here when delivering any part of the curriculum or extra-curricular activities.

The school adheres to the Employment Equality (Age) regulations 2006, which promote age discrimination in employment and vocational training.

Children from each year group are represented on the School Council, and as children progress, they begin to gain further responsibility throughout the school.

The school adheres to the employment equality (religion or belief) regulations 2003 and the equality act 2006 part 2 which means that it does not discriminate against anyone because of their religion or belief.

No child is denied admission to the school on the basis of their religion or belief and all children are treated equally irrespective of their own or their parent/carer's religion or belief.

We have a responsibility to promote community cohesion developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups, and this has been incorporated into our Single Equality Scheme to make it easier to monitor our progress and performance in meeting our objectives.

The school's strategies for promoting community cohesion can be categorised into the following three areas:

A. Teaching and Learning

- A curriculum is developed that is diverse and positively reflects the cultures, languages and beliefs of children and local communities
- An appreciation of cultural diversity is taught, how it enriches our lives and presents unique opportunities for learning while encouraging children to discover what they hold in common with others.
- Children's understanding of community and diversity is enriched through visits and meetings with members of different communities
- Children are encouraged to be actively involved in their own learning and there is high emphasis on the importance of formative assessment in order to highlight next steps – children are given structured opportunities to respond to next steps. All children are encouraged to improve on their own achievements
- A range of teaching methods are used to ensure that learning is effective for all children
- There is a high priority in the provision for children with SEND, and these children make good progress
- There are consistently high expectations of all children in terms of learning and behaviour.
- Children for whom English is an additional language (EAL) are supported to enable them to achieve at the highest possible level in English.

- An effective voice and involvement of children exists through the school council in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- Promoting Fundamental British Values is very important to us all at Mile Cross Primary and forms an integral part of our curriculum.
- Life Skills are promoted in a positive manner, teaching skills that children need to take responsible action and confidently engage with peers
- A range of assemblies that are of broadly Christian nature is delivered, but also includes exploration and celebration of other major faiths and acknowledges aspects of social conscience and world events.
- Displays around the school are of high quality and reflect diversity
- Resources are selected which reflect equality
- Children are involved with setting their own class charters and are encouraged to develop shared values (rights and responsibilities) within the class/school. There are regular assemblies on rules, and all staff are encouraged to be consistent in their approach using the rules. *Visitors comment on the calm, purposeful atmosphere in school, and excellent behaviour from the children*
- The school has clear policies on behaviour and anti-bullying, and children are encouraged to develop an awareness of the need for tolerance and understanding. They are also encouraged to take responsibility to try to sort out own minor issues. Incidents are recorded on CPOMS so that patterns of behaviour can be tracked and addressed.
- There are high levels of additional support from teaching assistant in school, which assist in ensuring that individual needs are met and that every child can access the curriculum effectively.

B. Equity and Excellence

- The school tracking system (Arbor) enables us to evaluate progress of different groups and to tackle underperformance by any group.
- All staff complete tracking data termly and take part in child progress meetings with the Headteacher and other SLT. This serves to identify individual children who are not making expected progress and address these needs via intervention groups and small group support.
- Funds, including child premium, are allocated according to need to ensure there is a focus on securing high standards of attainment for all children from all ethnic backgrounds and of different socio-economic statuses, ensuring that children are treated with respect and supported to achieve their full potential.

- The Single Equality Scheme will be sent out to all parents regarding equality and diversity in our school.

C. Engagement and extended services

- The school provides a great range of after school clubs. Equality of access is ensured recognising the priority to include those from disadvantaged groups.
- The PSA has good links to outside agencies and facilitates classes/support for parents where needed e.g. The Mighty Oaks
- The school engages with parents through a very large number of ways such as Reading Thursdays, phonic presentations, curriculum meetings including reading cafes, parent and teacher meetings and informal meetings. Parents are invited into school to drop their children in the morning, and teachers are accessible to meet parents at the beginning and end of every school day.
- The school works very hard to encourage great attendance. It is monitored carefully, and action is taken to support parents and hold them to account where necessary. Incentives are given to children for good attendance e.g. Golden Ticket, Attendance League, Weekly class certificates, half-termly Presentation Assemblies, Attendance Reward trips etc.
- The school uses interpreters where necessary to facilitate effective Communication through InTran.

3. Our school values and visions

Our school's core vision is to create a safe, caring and stimulating environment in which every child has the opportunity to reach the highest levels of achievement of which they are capable in all aspects of learning.

To fulfill the vision, we aim to:

- Respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation.
- Celebrate diversity and use it to improve our outcomes.
- Tackle difficulties for individuals as quickly as possible.
- Strive to make the best possible provision for all pupils.
- 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'***.
- Know that equality is not simply about protecting the potentially vulnerable. We believe that all pupils may be disadvantaged by the holding of prejudicial views, and seek to promote good relationship between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith background and people of different gender or sexual orientation.
- Value staff for their ability and potential to help make the best possible provision for the pupils in our school.

- Are proactive in our efforts to identify and minimise existing barriers or inequalities.
- Seek the views of our school and wider community and involve them in policy review.
- Recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school

4. Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 914, 039. 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.

- 7.6% of Norfolk's children are from a minority ethnic group -2011 census. [Awaiting 2021 census update].
- The latest school census indicates that 31.2% (2022) of the school population speak English as an additional language (6.96% in 2015).
- 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).
- Norfolk has an ageing population – higher than regional or national average (*Norfolk Insight*).
- Estimates suggest 20 per 100,000 people in the UK have gender reassignment although numbers are rising. This would suggest a figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19.
- 1.7% of the population are lesbian, gay or bisexual (ONS, 2015)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)
- 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.

Mile Cross Primary serves one of the most highly deprived wards in Norwich.

Mile Cross Primary is an above average sized school on a large council estate serving an inner-city area of Norwich. The proportion of children entitled to Free School Meals is higher than average at 41% with Ever 6 at 41.8% (Nov. 2022). This was 27.4% in December 2018, with 38.3% Ever 6.

The percentage of children that have a disability at the school is 6.8% (Nov. 2022).

Mile Cross Ward has the highest Child & Working Tax Credits claimants, compared with all other wards in Norwich City area.

There are 28 different ethnic minority groups that children at Mile Cross Primary come from (Nov. 2022).

The percentage of children who have English as an additional language is 31.2% (142 children) in Nov. 2022. This was 15.5% in (Dec. 2018)

The percentage of children with Special Educational Needs is 22.9% (Nov. 2018). 19.8% SEN Support. 3.1% (13 children) with an EHCP.

Children's attainment on entry to the nursery is well below average as evidenced by assessments on entry.

There is a permanent Traveller site within the catchment area of the school.

There were 31 different languages spoken by children and families at the school in November 2022.

5. Collecting and analysing equality information for children at Mile Cross Primary

School

Mile Cross Primary 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 children/students:

Information gathering (children)

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at extra-curricular activities
- Incidents of bullying and harassment including record of harm sheets

6. Collecting and analysing equality information for employment and governance at Mile Cross Primary School

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

Mile Cross Primary School also aims 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.

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

Information gathering (Staff and trustees)

- Job applications
- Staff profile (recruitment monitoring kept in individual files)
- Trustee profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

7. Consultation and involving people

We involved children, staff, governors, parents and carers, and our wider school community in creating the original Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Consultation with parents/carers
- Discussions at staff meetings
- Discussions at governing bodies

During consultation, involvement and the existence of previous policies the following good practice was identified acknowledging all equality strands:

- Very welcoming school (See most recent Parent Survey)
- Information given out to parents is clear and concise (See most recent Parent Survey)
- Quiet and purposeful environment as observed by majority of visitors
- Key policies in place – SEN, behaviour, anti-bullying
- Focused LSP's in place for children with specific needs
- Data on attainment regarding race, gender, SEN and disability is collected and acted upon
- Wide range of clubs offered to all children that are subsidised
- Staff felt that the school provides equal access to the curriculum for everyone by differentiation, providing a creative and diverse curriculum, use of external advisors, using children to support each other with language barriers

8. 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 Mile Cross Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. An inventory of existing policies has been undertaken and there is an ongoing rolling programme of impact assessment for all our policies and procedures.

9. Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School improvement and Development plan
- SEND Information report
- Accessibility plan
- Behaviour policy

10. Roles and Responsibilities

- The Governors will ensure that the school complies with statutory requirements in respect of this Policy.
- The headteacher is responsible for the implementation of this Policy, and will ensure that staff, are aware of their responsibilities, that they are given necessary training and support and report progress to the trust.

- Staff are expected to 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, maintain a good level of awareness of equalities issues.
- Children 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 take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11. Publicising our policy

This policy can be found on the school's website and Governor Hub. A hard copy will be made available to anyone requesting it.

12. Annual Review of Progress

The policy will be updated annually where appropriate.

13. Ongoing evolution of our Policy

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Policy. This includes:

- Opportunities at School Council meetings to discuss equality and diversity issues
- Staff training
- Discussion at IST meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Responding to parent questionnaire and comments

