

Cringleford CE VA Primary School

Single Equality and Disability Plan

2015-2018

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

Section	Contents
	Foreword – Headteacher, Chair of Governing body, Chair of School Council
1	Introduction
2	Our school – ethos, values and visions
3	Our school within Norfolk’s profile
4	Collecting and analysing equality information for pupils at “Cringleford Primary School”
5	Collecting and analysing equality information for employment and governance at “Cringleford Primary School”
6	Consultation and involving people
7	What we have achieved so far
8	Equality impact assessments
9	Other school policies
10	Roles and responsibilities
11	Commissioning and procurement
12	Publicising our scheme
13	Review of progress
14	Ongoing evolvement of our scheme
15	Action Plan

Foreword

“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 school community. As a Church School we place particular emphasis on the value of the individual.

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

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. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

Headteacher, Chair of Governors

In our school everyone is there for us and welcomes us. Although we are all different we are all treated the same.

1. Introduction

Introductory Notes

Our school is a two form entry school in Cringleford. 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 our understanding and data to inform our planning and objectives.

Legal Framework

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 pupil or potential pupil

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

(Note: The responsible body is the governing body for maintained schools and the proprietor in the case of Academies or non-maintained special schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)

Our school values and visions

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

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make our school a community where individuals are important and consideration is given to all by all
- We respect and celebrate 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." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and 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.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners

2. Our school within Norfolk's profile

(Information available from [Norfolk Insight](#))

Norfolk is a rural county with a diverse population of approximately 865,300 (2012).

Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the school population speak English as an additional language.

Disability

- In Norfolk, 2.5% of Primary and 3.7% of Secondary pupils have a Statement of Special Educational Needs (2012)
- 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)

Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK 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

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

3. Our school profile

These figures are relevant to the school year 2015-2016, our numbers on roll currently stand at 337 but are still increasing as we grow to become a two form entry school. The percentages below indicated the proportions of children we have in our school from these significant groups.

Gender

- 52.6% of our children are girls
- 47.4% of our children are boys

Race

- 25.8% of our children are from an Ethnic Minority background
- 80% of our children are believed to speak English as their first language

Special Educational needs and disabilities

- 7% of our children are on our SEN register
- 14.6 % of our children have a disability as defined by the Guidance notes for the Equality Act 2010

Free School Meals

- 12.% of our children are eligible for Free School Meals

Attendance figures for year 2014-2015 were 96.5%

Attendance figures for autumn term of 2015 were 96.6%

Cringleford and the surrounding area is predominantly white British. However, approximately 8% of the children are of Asian and African origin due to our proximity to the hospital and university. Many of these families speak fluent English, although we have families at a variety of stages of spoken English. As a Church School many of our families are Christian. We also have Buddhist, Sikh, Muslim and Hindu families in our school community as well as those who do not practise a faith.

4. Collecting and analysing equality information for pupils at Cringleford School

Cringleford 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 collect and analyse the following equality information for our pupils/students:

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Parent / pupil questionnaires

We have identified the following issues from this information-gathering exercise:

- Further refinement needed of attainment data with regard to race, disability and gender
- Ensuring children with physical disabilities are able to access the full curriculum appropriately
- Accessing resources and teaching to eliminate any homophobic or racist comments
- Increasing our understanding of issues facing EAL families and ensuring they are able to access information and feel fully included in our community
- Using new baseline data to establish any gaps between boys and girls at the earliest opportunity and exploring teaching strategies to narrow any gaps identified

We have used this information to develop our equality objectives which are included in our Action Plan (appendix A)

5. Collecting and analysing equality information for employment and governance at Cringleford Primary School

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

Cringleford 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 governors:

- Applicants for employment
- Staff profile
- Governing body profile
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Well being questionnaires

We have identified the following issues from this information-gathering exercise:

- **Ensuring a healthy balance of men/ women on our staff team**

6. Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented. This was achieved by:

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

7. What we have achieved so far

Race equality

There have only been a small number of racist incidents over the last two years. PSHCE lessons seek to address this and reported incidents are taken very seriously. On the very few occasions where there have been incidents a log is kept and monitored and parents have been fully involved.

Gender equality

Gender equality across the curriculum has been carefully monitored and new curriculum maps reflect an awareness to address the interests of boys and girls. School action plans reflect the need to address any discrepancy in performance between boys and girls.

Disability equality

We have worked to increase awareness of pupils with complex needs through training.

Religion / belief

Children of all religions have shown a willingness to share their beliefs in a positive way. Coverage of the curriculum has been updated with advice from the diocese.

8. Equality impact assessments

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

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

9. Other school documents

We have used our existing school documents to inform our Equality Scheme/Plan and these include:

- School improvement and development plan
- SEN information report
- Accessibility plan
- Bullying policy
- Racist incidents log
- Pupil Premium report

10. Roles and Responsibilities

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented. Julia Jones oversees this work
- Our headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- He has day-to-day responsibility for co-ordinating the implementation of this scheme.

All staff will:

- Promote an inclusive and collaborative ethos in our school
- Deal with any prejudice related incidents that may occur

Cringleford CE VA Primary School

- Plan and deliver a curriculum which reflects our principles.
- Keep up to date with equalities legislation relevant to our work
- 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.
- We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11. Commissioning and Procurement

Cringleford 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.

12. Publicising our scheme

- School website
- Parent newsletter
- Staff induction
- Communicating with local community and voluntary groups
- New Parents' meeting

13. Review of Progress

We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle

- The results of your information gathering activities for race, disability and gender and what you have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

14. Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action plan. This includes:

- Regular discussions at staff and governor meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback
- Annual questionnaires for parents

15. Action Plans

See separate document

Date of policy: **October 2015**
Date of review: **October 2018**