

Policy & Procedure

Newcroft

Primary Academy



Newcroft Primary Academy
Aspiring for Excellence

Equality Scheme

2017-2020

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary Academy in Spring 2017 **and will be reviewed again in Spring 2020**

Signed: _____ Chair of Governors

Date: _____

Statutory Scheme

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* References to Head teacher throughout the document can be to the Executive Head and /or the Head of School depending upon who is leading the school at the time.

Foreword

This 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.

Executive Head teacher
Mr Alex Smythe

Head of School
Mrs Elizabeth Hallam

Chair of Governors
Mr Bill Gilmour

The **School Council** have told us:

“We feel that all children should have the chance to enjoy learning at Newcroft Primary Academy. We should treat each other fairly and always think about the needs of everyone else.”

1 What is the Equality Scheme and Action Plan?

Our Equality Scheme and action plan covers a three-year period from **2017 to 2020**. 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 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 (see section 14) on the progress of the Equality Scheme and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands.

2 Meeting our duties

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

Policy Statements

All of our school policies carry the following statements:

Equality Statement

At Newcroft Primary Academy, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

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.

We are committed, as part of our educational inclusion, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools and colleges whether multi-ethnic or all white, rural or urban. We believe our policy should be widely available to all who are members of our school community.

This policy reflects the general and specific duties on schools and colleges, featured in the Race Relations Act 1976 as amended in the Race Relations (Amendment) Act 2000.

Our definition and objectives for promoting race equality, are that:

“Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognising that Leicestershire is a pluralist society and part of a country of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as:-

- **to prepare all pupils and students to live and work harmoniously and with equality of opportunity in the society**
- **to build upon the strengths of cultural diversity in that society**
- **to define and combat racism and any discriminatory practices within the educational service to which it gives rise**
- **to meet appropriately the particular educational need of all people, having regard to their ethnic, cultural, linguistic or historical attachment.”**

Dealing with Racism

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. The LA provides a Racial Harassment Incident Form to record any incidences of racist behaviour and in line with national requirements, the Governors will receive an annual report on the number and nature of incidents. The Governors in turn will report annually to the Multi-Academy Trust.

The school recognises the need actively to promote and celebrate cultural diversity acknowledging the ethnic make-up of the wider community not necessarily reflected in the school population. We have strategies for managing challenging behaviour, which would be our first approach to dealing with racist incidents/behaviour. We would use the Local Authority expert guidance to help us deal with racist incidents of a more difficult nature.

We recognise that racist incidents can take a number of forms and include:

- verbal or physical assault
- display of racist pictures, insignia or graffiti
- rejection or isolation of someone because of their ethnicity
- unwelcome comments, jokes, taunts or innuendos based on ethnicity, colour or culture
- derogatory comments about people or groups
- telling racist jokes or mimicking accents
- deliberately mispronouncing names
- dismissal of viewpoints from other cultures or societies
- stereotypical comments during discussion
- making negative comments about: appearance, clothing, food, language, accent or dialect, family, culture, religion, country of origin
- withdrawing from work which relates to the experience of other cultures (refusing to visit a place of worship or cultural centre for example)

Further clarification of how we deal with racist incidents can be found in the Race Equality Policy.

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

Accessibility

There is specific disability legislation in relation to disabled pupils 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 pupils in a range of different ways

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

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. Newcroft Primary Academy considers that this has been addressed through the implementation of the school's Pay Policies.

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.

The Community

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

We seek to provide as many opportunities as possible for pupils to engage in learning that raises the profile of a range of cultures and that develops all stakeholders' tolerance of the world around them.

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.

3 Our school values and visions



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

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. 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 equality is not simply about protecting the potentially vulnerable. We believe that all children would 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, regardless of disability,

ethnicity, culture, religious belief, national origin, gender or sexual orientation.

- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

4 Our school profile

Here, we should include information about our school's local community profile, for example information on the population demographic, religious diversity and languages spoken, and characteristics that are particularly significant to our school such as migrant workers and socio-economic status.

5 Collecting and analysing equality information for pupils at Newcroft Primary Academy

Newcroft Primary Academy 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:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in School Council
- Participation in whole-school schemes such as the Job Centre

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

- ***Some data currently collected is not separated into race, disability and gender***
- ***Apparent under-representation of disadvantaged pupils attending extended school activities***

- **Lower achievement of pupils/students from disadvantaged groups**
- **Poorer attainment and progress of boys**

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

6 Collecting and analysing equality information for employment and governance at Newcroft Primary Academy

Newcroft Primary Academy is committed to providing a working environment free from discrimination, victimisation, and harassment.

Newcroft Primary Academy 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:

Example: Information Gathering (Staff and governors)

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Performance Management

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

- ***We have a relatively low percentage of male staff members.***
- ***We are aware of the specific physical difficulties experienced by a small minority of our staff and adjustments are made accordingly.***
- ***Our recruitment procedures give a fair opportunity for all members of the community to be recruited (see the school Application Form).***
- ***Governing body profile should be updated.***

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

7 Consultation and involving people

The legislation states it is important that minority groups (for race, disability and gender) are involved in the formulation and development of equality schemes and action plans.

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the 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 (see school council minutes)
- Contact with parent/carers (see parents' survey)
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within the Symphony Learning Trust
- Involvement within local community activities
- Parents' Liaison Group

8 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Race equality

A low number of racist incidents were being recorded in school but through the training of key staff (and the development of a new policy) in how to recognise and deal with racist incidents, the Head teacher now has a much clearer understanding of the issues and how to deal with them.

Disability equality

The school provides good access to the buildings for children and visitors with physical disabilities e.g. ramps, handrails, disabled parking spaces. There is a specific wheelchair ramp to the top playground. The internal environment is one level, suitable for wheelchair users or other walking aids. There is a disabled toilet which has recently been updated to comply with DDA requirements. There are acoustic ceilings in the bases and a new partition wall in Base 2, constructed to improve the environment for people with hearing impairments. The reception area is adapted to provide wheelchair access for users to sign in and a hearing loop facility. All doorways and entrances are wheelchair friendly.

Gender equality

In the past, gender stereotyping was evident in the selection activities and attitudes to learning (i.e. for boys, it was not 'cool to learn'). The Executive Head teacher implemented a number of initiatives to raise the profile of

working hard (rewards and incentives) and of selflessness (Job Centre) and the value of these is still held in high regard. There was an identified increase in participation by boys in the Job Centre and boys' attitudes to learning have improved markedly.

9 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.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken

- ***We need to undertake an ongoing rolling programme of impact assessment for all our policies and procedures.***

10 Other School Policies

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

- School Improvement Plan
- Self Evaluation Form
- Anti-Bullying Policy
- Behaviour Policy
- Charging and Remissions Policy
- Data Protection Policy
- Equal Opportunities Policy
- Pay Policies
- SEND Policy
- Children in Care Policy
- Dignity at Work Policy
- Higher Attaining Pupils' Policy
- Family Leave Policy
- PSHE Policy
- Race Equality Policy
- Safeguarding Policy
- Safer Recruitment Policy
- SMSC Policy

11 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Head teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Head teacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our 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.
- 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 take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

Newcroft Primary Academy 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 and, as such, we use Leicestershire County Council approved providers for significant work in school. The Symphony Learning Trust Finance Manual is set out to ensure financial management procedures are in place which demonstrate equity and probity.

13 Publicising our scheme

We publish our scheme on the school website at www.newcroftprimaryacademy.co.uk

14 Annual Review of Progress

We will also revise our Equality Scheme and Action Plan every three years.

15 Ongoing evolution of our Scheme

We will continue to review annually the actions we have taken in the development of our Equality Scheme which include:

- 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

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

- A regular slot at School Council meetings to discuss equality and diversity issues.
- A regular slot at staff meetings.
- The Head teacher is always available to discuss equality and diversity matters during parent consultation meetings.
- Regular weekly celebration assemblies for the school community to celebrate the work of pupils and give the opportunity for feedback.
- Information as necessary in weekly newsletters
- Information as necessary on the school website

16 - Equality Scheme Action Plan 2014 – 2017

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion</p>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
		✓		✓			Raised attainment of boys Improved Attitudes to learning Especially KS1	Maintain and improve Job Centre Boys' booster groups	Dec 2017	Teachers	Head teacher
	✓	✓					Disadvantaged groups (especially Pupil Premium) represented in extra-curricular opportunities (including sport)	Records of attendance at clubs and activities	July 2018	Inclusion Leader	Head teacher
✓	✓	✓		✓	✓	✓	All staff are aware of the Equality Scheme and have awareness of their responsibilities	Raise awareness of Equality Scheme at: Induction Staff meetings	Ongoing	Head teacher	Chair of Governors
✓	✓	✓		✓	✓	✓	Collection of Governing Body Profile	Business Director to work with the Clerk to ensure that we have an up to date record of governing body	July 2017	Business Director	Chair of Governors
✓	✓	✓		✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan to ensure recruitment from under- represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓			✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes (especially SMSC, PSHE_	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	Ongoing	Teachers	Headteacher