

Magdalen Gates Primary School Single Equality Scheme

2016-2019



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This Single 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 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.

Headteacher – Cara Fahy

Pupils View

“We think equality means people given the same, for example the same amount of money for the job they do”.

“My older brother got a bigger bedroom than me, that wasn't fair”.

Chair of Governors

“Embracing within the school all children and families whatever their need, disability, gender, race, belief, or way of life.”

Jo Duesbury – Chair of Governors

What is the Single Equality Scheme and Action Plan?

We have produced our Single Equality Scheme (SES) and Action Plan that covers a three-year period from **2016 to 2019**. 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 Single 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 Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

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 racial incidents

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

It must be ensured 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. 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.

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.

Community cohesion

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 Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

We believe our school has a key part to play in promoting community cohesion through our approach to:

Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity.

Equity and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.

Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds.

Ways of promoting community cohesion:

Our school promotes community cohesion in many ways. Our approach includes a range of activities:

Within the school, e.g.:

- Charity support (selected by the pupils and staff)
- Working with the Church, having visitors from various agencies and community groups to work with the children

With other schools, e.g.:

- Sporting fixtures, friendly and competitive
- Sharing good practice (INSET etc.)
- Collaborative working on projects
- Aiming to working with International Partners – E-twinning

With parents and the local and wider community, e.g.:

- Allowing community groups to use the hall, field etc.
- Supporting parents with difficulties and home

Equity and excellence:

- In school, there is a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status.
- There are effective approaches in place to deal with incidents of prejudice, bullying and harassment.
- LA and school admission arrangements promote community cohesion and social equity.

Engagement and ethos:

School to school:

- Partnership arrangements enable us to share good practice and offer pupils the Opportunity to meet and learn from other young people from different backgrounds.
- Links are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.
- Shared use of facilities to provide a means for pupils to interact, e.g. visits to local primary and secondary schools.

School to parents and the community:

- Strong links are fostered and encouraged, enabling multi-agency working between the school and other local agencies, such as Family Solutions, Family Support Workers, the police and social care and health professionals.
- We promote engagement with parents through Fundbusters, curriculum evenings, parent courses etc.
- We take part in local community events, e.g.: Norwich in Bloom, Lord Mayors Procession.
- We provide access to (or signpost) extended services and community use of facilities for activities that take place out of school hours.

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.

Our Vision



Single Equality Scheme Aims:

- We strive to make the best possible provision for all pupils 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. 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 are 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, 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.

Our school

We are an average sized inner city school in Central Norwich, whose intake comes predominately from the surrounding housing estates. The socio-economic background is varied and the percentage of pupils eligible for free school meals is 37.7% compared to the national average of 16.6% (RAISE online) At 25.7% our register of children with SEN is 6.1 %higher than national statistics based on RAISE online data. And the percentage of pupils with a statement is 3.2% compared to national figure of 1.5%. A large proportion of our children come from single parent families. Our school deprivation indicator is 0.27% compared to national figure of 0.21%. We have a rising number of children from a range of countries, including economic migrants, asylum seekers, university students and those whose parents are here for business training. This figure equates to almost 19.9% of our school population, making us one of the most diverse schools in Norfolk.

Collecting and analysing equality information for pupils at Magdalen Gates Primary School.

Magdalen Gates Primary 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:

Information gathering (pupils)

- Attainment levels
- Attendance levels/initiatives
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in School Parliament
- Pupil Surveys
- Pupil Perception interviews
- Anti-Bullying events
- Behaviour tracking for each class
- Reward systems
- Informal discussions – having lunch with children

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

- Data currently collected is not separated into race, disability and gender
- Apparent under-representation of EAL pupils attending after school clubs.
- Lower achievement of boys.
- Lower achievement of pupils from the less disadvantaged groups

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.

Collecting and analysing equality information for employment and governance at Magdalen Gates Primary School

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

Magdalen Gates 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 governors:

Example: Information Gathering (Staff and governors)

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/Performance Management
- Staff files/training
- Governor self review
- Governors skills matrix

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

- Make written information available to staff/parents/Governors in a range of ways.
- Involve physically disabled people more in the development of our scheme.
- Compile a register of staff disabilities, to identify the ways in which these disabilities affect day to day activities.
- Ensure a variety of Governors to reflect our diverse school population.
- Ensure adequate training opportunities for staff and governors on difference, diversity and inclusion.
- Recruit staff to support our increasing EAL school community.
- Involve local community groups more to develop our moral and cultural provision.

Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the 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:

Example:

- Discussions at School Parliament
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions with trade union representatives
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities
- Survey at local community store for residents to complete
- Focus groups for parents/carers and staff
- Parent Surveys
- Consultation documents distributed to Staff, Governors and Parents.

What we have achieved so far

Race equality

A low number of racist incidents were being recorded in school but through the training of staff in how to recognise and deal with racist incidents, the school now has a much clearer understanding of the issues and how to deal with them. Our policy to deal with Racist incidents has been reviewed and adopted by Staff and Governors. Our links with community establishments is increasing and we are keen for this to extend in the forthcoming months. We have used existing information to help us identify key action points for this scheme. Inclusion is at the centre of our school and we celebrate the diversity of our school.

Disability equality

Our school site is fully modified for physically disabled pupils and adults; we have a wheelchair lift and necessary ramps to ensure access to all parts of the school.

Gender equality

Curriculum access is one hundred percent equal across our school and we aim to ensure an adequate balance between activities planned for different genders.

Teaching, Learning and Curriculum

Our teaching and the curriculum provision supports high standards of attainment (ensuring wherever possible that progress is good), promotes common values, and builds pupils' understanding of the diversity that surrounds them.

- Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- There is a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, visitors and meetings with

members of different communities e.g.: visits to local area and further afield, visits from authors, working on Technology projects and visiting artists.

- Support for pupils for whom English is an additional language enables them to achieve at the highest possible level in English.

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 and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

Other School Policies

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

Example:

- School Growth Plan
- School inclusions and SEN policy
- Racist
- Anti- Bullying policy
- School Evaluation Form
- Community Cohesion policy
- Equal Opportunities Policy

Roles and Responsibilities

- Our Governing Body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Headteacher 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.
- 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.
- 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**Example:**

Magdalen Gates Primary 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.

Publicising our scheme

- School website
- Staff and parent newsletter
- Staff and pupil induction
- Distribution to local community
- Agenda Item at Governors meetings
- Community notice boards

14 Annual Review of Progress

“We will continue to review annually the actions we have taken in the development of our Single 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 you have achieved in relation to promoting community cohesion

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

Ongoing evolution 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 and Action Plan. This includes:

- A regular slot at School Parliament meetings to discuss equality and diversity issues.
- A regular slot at staff 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.
- Regular consultations with all parties.
- Continued multi-agency working.

16 - Single Equality Scheme Action Plan 2016 -2019

<i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings All staff provided with a copy of Single Equality Scheme, purpose and rationale explained and discussed.	Ongoing	Headteacher	Headteacher
✓						✓	Make written information available to staff/parents/Governors in a range of ways.	Mind map the way information could be displayed. Consider other options.	On-going	Headteacher	Headteacher
	✓						Compile a register of staff disabilities, to identify the ways in which these disabilities affect day to day activities.	Ask staff to complete consultation document and compile a central record.	On-going	Headteacher Jill Starling to update SIMS records. Consultation Document Filed in purple personnel file.	Headteacher
✓		✓	✓	✓	✓	✓	Ensure a variety of Governors to reflect our diverse school population.	Consider needs of Governing Body when recruiting new Governors.	On-going	Headteacher Governing Body	Headteacher Governing Body

✓	✓	✓		✓	✓	Ensure adequate training opportunities for staff and governors on difference, diversity and inclusion.	Arrange for staff meetings to be allocated to equality and diversity.	Spring 2017	Headteacher All Staff	Headteacher Learning and Teaching Committee
✓	✓	✓		✓	✓	Recruit/develop staff to support our increasing EAL school community.	Continued support from EAL team at County. Establish community groups – parent links!	On-going	Headteacher All Staff	Headteacher Learning and Teaching Committee
✓	✓	✓		✓	✓	Involve local community groups more to develop our moral and cultural provision.	Adequate training for existing staff and be proactive to engage groups such as NEAD.	Autumn 2016	Headteacher All Staff	Headteacher Learning and Teaching Committee
✓	✓	✓		✓	✓	Data currently collected is not separated into race, disability and gender.	Ensure attainment data and attendance is filtered so analysis of specific groups can occur.	On-going	Headteacher All Staff	Headteacher Learning and Teaching Committee
✓	✓	✓		✓	✓	Apparent under-representation of EAL pupils attending after school clubs.	Encourage EAL pupils to attend after school clubs. Registers to show number of EAL pupils attending.	Spring 2017	Headteacher All Staff	Headteacher Curriculum Committee

Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.

Magdalen Gates Primary School

Procedure for dealing with Racist Incidents

Pupils 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 an anti racist stand-point and regard for diversity issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

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

Strategies to encourage positive pupil behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the school community of a pupil's cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

MSAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour.

A Racist Incident Sheet will be completed and passed to the headteacher without delay.

The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the headteacher's office.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Headteacher) must inform the Local Authority.

Staff will be informed at morning briefing of pupils involved in a racial incident or of any potential incidents and what action to take.

Date _____

1. Victim's Name _____ Class _____

2. Alleged Perpetrator(s) _____

3. Nature of Incident

4. Effect on Victim

5. Context ----- Do you believe this is a unique incident or one of a number of such incidents?

6. Immediate Action Taken

7. Teacher

Please pass this sheet to the headteacher at the earliest opportunity.

Please place copies on the incident sheet on the files of all pupils involved. A further copy should go to the headteacher who maintains a central file in her office.