

“Hillside Avenue Primary & Nursery School” Single Equality Scheme

2012-2015



If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

Name of contact for Single Equality Scheme: Mrs D Hanley

Tel: 01603-433453

Minicom:

Email: office@hillsideavenue.norfolk.sch.uk

If you have any comments about our Scheme please contact us.

Section	Contents	Page
	Foreword – Headteacher and School Council	2
1	What is the Single Equality Scheme and Action Plan?	3
2	Meeting our duties	3
3	Our school values and visions	6
4	Our school within Norfolk’s profile	7
5	Collecting and analysing equality information for pupils at Hillside Avenue Primary & Nursery School	7
6	Collecting and analysing equality information for employment and governance at Hillside Avenue Primary & Nursery School	8
7	Consultation and involving people	10
8	What we have achieved so far	11
9	Equality impact assessments	12
10	Other school policies	13
11	Roles and responsibilities	13
12	Commissioning and procurement	14
13	Publicising our scheme	14
14	Annual review of progress	14
15	Ongoing evolution of our scheme	15
16	Action Plan	16

Foreword

“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 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.”

Mrs Anita Gutteridge Headteacher

We want everything in school to be fair and for everybody to have the same opportunities, so that they can reach their ultimate goals.

Hillside School Council

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2012 to 2015**. 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.

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.

In the event of a member of the school community being notified of a racist incident, the matter will be dealt with in accordance with the procedures outlined in the schools Behaviour Policy, Anti-Bullying Policy and Policy for Racial Equality.

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
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 (the employing body of Hillside Avenue Primary & Nursery School) 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.

Some of the strategies we use to promote community cohesion, to engage with parents/carers and encourage pupils to engage with the wider community include:

- Home learning (via homework)
- Website
- Regular letters home
- Encouraging parent helpers into the classroom
- Home/school visits and new intake evening
- Assemblies
- Local vicar and other visitors talking to children
- Charity work/fund raising
- Links with the High School (transition/shared and cluster activities)

- Sports and music activities (tournaments/CASMA etc)
- Community events and competitions
- Curriculum evenings
- Carol singing at local care homes/sheltered housing
- Road safety and cycling proficiency work
- Hillside Rovers
- Northern Ballet/theatre/theatre groups
- Sainsburys- Football for visually impaired

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

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

Our Vision:

- At Hillside everyone will grow to be the best they can be

Our Aims:

We want everyone to:

- Enjoy being at school and to love learning
- Engage in an inspiring and exciting curriculum that prepares us for our future
- Feel valued, respect each other and celebrate our differences
- Be proud of our school community and all our achievements
- Share ideas and listen to others
- Face challenges in a positive and confident way

These aims are built on our values:

- Honesty
- Confidence
- Happiness
- Tolerance
- Kindness
- Respect
- Perseverance
- Independence
- Co-operation
- Wellbeing

'At Hillside We Flourish'

4 Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 832,400. 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.

There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

Hillside is a larger than average Primary School with Nursery attached. Most of the children live in the town of Thorpe St. Andrew and there is a low mobility of pupils.

-
- 7.5% of pupils at Hillside are from a minority ethnic group.
 - 9.3% of pupils at Hillside speak a language other than English.
 - 21 languages, other than English, are spoken by pupils at Hillside.
 - Most of the major world religions are represented within the school population although the biggest group come from a Christian background or are not aligned to any faith.
(September 2011)
-

5 Collecting and analysing equality information for pupils at Hillside Avenue Primary & Nursery School

Hillside Avenue Primary & Nursery 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
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in School Council

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

- Attendance data currently collected is not separated into race, disability and gender.
- Complaints of bullying are not currently separated into race, disability and gender.

These actions have been prioritised over the three year life span of our scheme.

6 Collecting and analysing equality information for employment and governance at Hillside Avenue Primary & Nursery School

Hillside Avenue Primary & Nursery School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Hillside Avenue Primary & Nursery 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.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice.

The duty applies to all staff working at the school in whatever capacity.

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

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

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

- Low disclosure rates in respect of disability.
- Governing body profile is not collected

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.

7 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:

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Parent survey
- Discussions at staff meetings
- 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

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

Policy and procedures are in place and are monitored regularly and reviewed when considered necessary. These are detailed in The Policy for Racial Equality, Equality Policy, Behaviour Policy and Anti-Bullying Policy.

- Parents can request that their child does not attend assemblies on religious grounds
- Opportunities are used during assemblies to raise awareness of the beliefs of different religious groups.
- The RE/PSHE curriculum promotes understanding and awareness of different cultures and religions.
- A faith awareness day is planned for May 2012
- The school vision and values promotes equality for all
- The ethos of the school encourages openness and discussion
- The SDP includes increasing global awareness and enables schools to establish partnerships with schools abroad.
- The school is increasing the number and range of multi-cultural resources in school eg library books

Disability equality

Policy and procedures are in place and are monitored regularly and reviewed when considered necessary. These are detailed in The Disability Policy and Access Plan, The SEN Policy, The Equality Policy, Behaviour Policy and Anti-Bullying Policy.

- All school clubs and activities are accessible to all pupils (lunchtime and after school)
- When allocating classrooms to classes of children at the beginning of each academic year, consideration is given to the access needs of any individuals
- The school environment has been adapted to make it wheelchair friendly
- Yellow lines have been painted on steps to make the clear for anybody who is visually impaired
- The school has had a disabled toilet/wet room built with hoist
- Extra handles have been installed in the disabled toilet to support one child's specific needs
- Specialised classroom equipment has been obtained to enable better access for children with disability eg writing slopes, a height adjustable desk to enable a child to sit at the desk while in a wheelchair
- Individual transport arrangements are made to events out of school to accommodate pupils in wheelchairs
- Staff ensure that school trips are accessible for all pupils
- Staff training is provided to support pupils with specific or complex needs
- Through PSHE and other aspects of the school curriculum, people with disability are portrayed in a positive way and their achievements are highlighted
- Staff work hard to establish positive relationships between home and school
- Issues raised by children are dealt with
- Pupils are encouraged to be supportive of those in need of support

Gender equality

Policy and procedures are in place and are monitored regularly and reviewed when considered necessary. These are detailed in The Equality Policy, Behaviour Policy and Anti-Bullying Policy.

- All sports open to both sexes
- Staff actively avoid perpetuating gender stereotypes (eg We don't ask for 'Two strong boys' etc
- Staff actively encourage both genders to participate in all curriculum/extra-curricular activities eg: choir/music lessons/ICT for all/Year 6 northern Ballet/Year 6 trip to Wales
- Staff try to present positive role models of both sexes to children

The school vision and values promote equality for all

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.

At Hillside Avenue Primary & Nursery School the Governing Body, Senior Management team and all school staff are required to adhere to the guidance, policy and procedures relating to equality. All have a responsibility to raise awareness of any situation which may disadvantage an individual or group of people in respect of a protected characteristic. This is achieved through a combination of planned formal review and on-going reflection of procedures and practices. Should it be considered necessary, policies and practices will be modified to enhance inclusion.

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.

10 Other School Policies

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

List your other school policies here which link with, and have informed, this Scheme:

- School improvement plan
- School SEN policy
- Accessibility plan
- Policy for Racial Equality
- Anti-Bullying Policy
- Racist incidence policy
- Bullying and harassment policy
- Behaviour Policy
- Equality policy
- Disability 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 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.
- Our Headteacher 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

Hillside Avenue Primary & Nursery 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.

13 Publicising our scheme

Example:

- School website
- Staff and parent newsletter
- School brochure

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 our 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.

15 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 Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings to discuss equality and diversity issues.
- A regular slot at Governors meetings to discuss equality and diversity issues.
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- To involve stakeholders in impact assessments to determine the effectiveness of aspects of our equality plan and to identify areas where improvement is needed.

16 - Single Equality Scheme Action Plan 2010 – 2013

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief</i> <i>CC = Community Cohesion</i></p>							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	Ongoing	Senior Management Team (SMT)	Headteacher/deputy Headteacher
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	The curriculum helps pupils recognise, understand and challenge stereotypes.	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/SMT
✓	✓	✓	✓	✓	✓	✓	To raise pupil awareness of racial and cultural differences, and portray people from all ethnic groups, of all nationalities and from different walks of life in a positive way and to celebrate their achievements.	This is a target on the 2012-2013 School Improvement & Development Plan. Please refer to this document for the Action Plan to achieve this outcome.	Ongoing	Teachers	Headteacher/SMT

✓	✓	✓	✓	✓	✓	✓	<i>To ensure that no barriers exist which prevent members of the school community from being included in any aspect of school life and to ensure that both able-bodied and people with a disability are portrayed equally in a positive light.</i>	<i>Please refer to the Accessibility Plan for details of the planned actions.</i>	<i>Ongoing</i>	<i>Governors and all staff</i>	<i>Governors/SMT/SENCO</i>
✓	✓	✓	✓	✓	✓		<i>To continually monitor the academic progress of pupils to identify any individuals or groups of pupils that may be in danger of making less than expected progress. When this is identified action will be taken to narrow any identified gaps.</i>	<i>Annual analysis and evaluation of whole school data sources eg: Raise-online/Fischer Family Trust/attendance data and termly analysis of pupil progress, using the school tracking system, to identify pupils not making expected progress. Intervention will be put into place when necessary to remove inequalities.</i>	<i>Ongoing</i>	<i>Headteacher/SMT/Teachers</i>	<i>Headteacher/SMT</i>

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