

# **Eaton Primary School Equality Statement and Objectives**

## **2016-17**

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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 contents to be explained to you in your language please contact:

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We welcome your feedback. If you have any comments please contact us via the school office.

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## Foreword

“This plan 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.

Our plan 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.”

**Allan Lowe, Headteacher,  
Sandi Batley, Chair of SAIG**

“It is important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways.”

**School Council**

# 1 Introduction

## Introductory Notes

Our school is a two form entry school in Eaton, Norwich. 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.)*

## 2 Our school ethos, values and visions

### **Our Vision**

Every child has a safe, happy and inspiring learning journey.

### **Our Aims**

- To provide a safe and stimulating learning environment, through robust financial management and adherence to policy and procedure, in which we all continually strive to provide excellence for our children.
- To fulfil the potential of every child, through encouragement and challenge, so that they can be adaptable and self-sufficient and are prepared for life ahead.
- To achieve high levels of motivation and well-being for our employees, through quality training and personal development.
- To foster trust and confidence from our community partners, so that we can both learn from and contribute to our local, national and global neighbours.

### **Our Values**

We strive to achieve our aims through promoting and acting on the values of Trust, Openness, Respect and Integrity.

### **3 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 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

#### **Our school community profile:**

9-15% of pupils are eligible for free school meals.

18- 43 % of pupils are from minority ethnic groups

8-25% of pupils, their first language is believed not to be English

7-10% of pupils have Special Educational Needs

#### **4 Collecting and analysing equality information for pupils at Eaton Primary School**

Eaton 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:

- Attainment levels
- Attendance levels
- Behaviour
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment

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

- Disadvantaged pupils do less well than their peers in reading and maths
- Infant aged girls do less well than boys in maths
- Junior aged boys do less well than girls in writing and grammar

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 Eaton Primary School**

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

Eaton Primary School also aims to recruit an appropriately qualified workforce and advisory group 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.

**Detail here the equality information you already collect and analyse for staff and governors. You do not necessarily need to collect additional information, but consider how you may break it down by protected characteristics, remembering data protection considerations. Because we have less than 150 employees, we do not publish equality information to ensure that individuals are not identifiable.**

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

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management
- Exit interviews

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

- Staff data is not currently separated into race, disability and gender
- Governing body profile is not collected

## **6 Consultation and involving people**

**Under section 176 of the Education Act 2002 schools are required to have regard to statutory guidance on pupil voice. This is provided by *Working Together: Listening to the voices of children and young 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 is how we did it. (Examples listed below)

- Discussions at school council
- Parent survey
- Staff survey
- Pupil survey
- Discussions at staff meetings
- Discussions at advisory group meetings
- Discussions within cluster groups
- Involvement within local community activities

## **7 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.

### **Disability Equality**

We ensure all pupils are able to go on school trips no matter what their disability. This ensures they are integrated into school community and are able to participate more fully in curriculum activities.

### **Gender Equality**

Girls in Year 6 were seen to have a less positive attitude to maths. Girl only maths groups were established which resulted in increased achievement in maths for girls.

## 8 Equality impact assessments

Equality Impact Assessments (EIAs) were introduced with the Race Equality Duty and prior to the Equality Act 2010 had been extended to include race, disability and gender. 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.

The Equality and Human Rights Commission have issued guidance materials which are available on their [website](#). Norfolk have also provided guidance which can be found [here](#).

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.

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.

## 9 Other School Policies

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

### Example:

- School improvement plan
- Pupil achievement policy
- SEN policy
- Accessibility plan
- Behaviour policy
- Pupil Premium practice

## 10 Roles and Responsibilities

**Under this section identify who will be responsible for undertaking action in relation to the specific duties and your equality objectives.**

- Our School Advisory and Improvement Group (SAIG) is responsible together with the Trust Directors for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented. The SAIG Chair, Sandi Batley, 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.
- Our Headteacher 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
  - Plan and deliver a curricula 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

Eaton 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.

## 12 Publicising our scheme

We will publicise our scheme/plan using the following:

- School website
- Staff and parent newsletter
- Staff and pupil induction
- Assemblies

## 13 Review of Progress

Schools should comply with the two specific duties which aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

“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.”

## 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 Policy and objectives. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot 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

## 16 Equality objectives

Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM)									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	GR	SO	A	MP	RB	S	PM					
x	x	x	x	x	x	x	x	x	All staff will feel confident in responding to prejudice related bullying as demonstrated in the annual staff survey	Raise awareness at team meetings. Staff training Anti – Bullying Week	Staff survey annually September	Teachers	Headteacher and SLT
x	x	x	x	x	x	x	x	x	Schemes of work address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes evidenced in pupil perception activities	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping	Schemes of work to be reviewed annually in September	Subject Leaders	Headteacher
							x		Achieve higher levels of attainment for infant girls in maths	Group teaching, focused monitoring and curriculum design to increase engagement levels in maths	Achievement monitored annually in November	KS1 leader	Headteacher
							x		Achieve higher levels of attainment for junior boys in writing and grammar	Group teaching, focused monitoring and curriculum design to increase engagement levels in writing and grammar	Achievement monitored annually in November	KS2 leader	Headteacher