

ALPINGTON & BERGH APTON CHURCH OF ENGLAND VA SCHOOL

SINGLE EQUALITY SCHEME AND ACTION PLAN

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1 What is the Single Equality Scheme and Action Plan?

This Single Equality Scheme (SES) is intended to be a working document that covers a three-year period from **2017 - 20**

The SES 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 on the progress of the Single Equality Scheme and action plan. This will be reviewed by the governing body 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. Eliminating unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

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 respect others, their values and ideas”

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

3 Strategies to encourage positive pupil behaviour

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

Many racist 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 and a culture is created 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 and in assemblies/collective worship which will include diversity issues and racism.

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

In-service training/staff meetings for staff highlights diversity issues and the need to consider such issues when choosing teaching materials and resources (eg: art materials/dolls)

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

4 Identification

A racist incident is defined as: *'any incident which is perceived to be racist by the victim or any other person'* and can take the following forms:

Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation, which are cumulative in effect.

Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks, which cause offence.

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.

Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

5 Referral/Reporting

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 racist 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 the Senior MSA or Headteacher anything they may observe, or are made aware of, which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned, if necessary, 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 impact of her or his behaviour. Other action may include a conversation, letter to parents or, in more serious cases, exclusion (either internal or fixed-term).

The Headteacher should be informed as soon as possible. This can be done verbally, or by using the Racist Incident Sheet which is kept in the Incident and Behaviour file.

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

Parents of victims and perpetrator may be contacted.

Sanctions will be applied for perpetrators, where appropriate (see above).

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 Incident and Behaviour File.

6 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. Promoting 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.

At the time of writing 5% of pupils could be deemed as disabled where disabled means "having a mental/physical impairment which has a substantial long term adverse effect on their ability to carry out normal day to day activities

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- **Increase access to the curriculum**
- **Make improvements to the physical environment of the school to increase access;**
- **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.

7 Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminating 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. We implement 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.

8 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.

9 Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;

- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

10 Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able (see Inclusion policy, SEN policy);

The school must provide an environment in which all pupils have equal access to all facilities and resources;

- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

11 Curriculum

At Alpington and Bergh Apton Primary School, we aim to ensure that:

- our planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity;
- pupils will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.

Ethos and Atmosphere

- At Alpington and Bergh Apton Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- Physical access to the school is possible for all staff, pupils, parents and visitors. Where work is necessary to improve access, the school will take all reasonable steps to do so.

12 Resources and Materials

When ordering new resources and materials we will consider how they show equality.

- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

13 Language

We recognise that it is important at Alpington & Bergh Apton Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups (e.g. ethnic minorities, Travellers, those with SEN/disabilities)
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

14 Extra-Curricular Provision

Alpington & Bergh Apton Primary will provide equal access to all activities and will avoid gender stereotyping with regard to sport/physical activity.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are CRB checked.

15 Provision for Bilingual Pupils

At Alpington & Bergh Apton Primary we undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups are represented in very small numbers at the school.

16 Personal Development

- Staff should take account of disability needs, gender, religious and ethnic differences;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

17 Community cohesion

We also have a responsibility to promote community cohesion, developing good relation 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.

SMSC is embedded throughout the curriculum.

Working with the local community e.g. Christmas Bazaar, Sports Day and Summer BBQ; School council. The school hall is available for community use through lettings etc. after school, in evenings and by the pre school. The school is developing closer links with the parish council.

Using the school's VA status and close links with parish church to **promote traditional values**, which unite the whole community. The vicar (a school governor) regularly visits the school to lead assemblies/collective worship.

Continuing to develop a strong sense of school community; pupils' personal development is excellent.

Using whole school assemblies to regularly develop themes related to community cohesion and global citizenship, for example looking at the 1960s civic rights movement and the life of Martin Luther King.

Working, at school and cluster level, with the cluster PSA to provide support and extended services to pupils and families. The school also works with the cluster to provide a wide range of sports activities regardless of ability level.

Taking part in fund-raising initiatives (often suggested by pupils), which help to develop local, national and global community links. (e.g. responding to natural disasters in the news: most recent fund raising for an orphanage Nepal, a babies home in Uganda, GOSH and we also participate in the annual Shoebox appeal, Children in Need and Comic Relief activities).

Working at a cluster level to promote community cohesion; Use of cluster funding to support parents in accessing school trips etc. (established charities in Norwich do not cover the schools' catchment areas).

18 Impact Assessment

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.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing development and review process for all our policies and procedures.

19 Other School Policies

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

- Inclusion policy
- Anti-bullying policy
- SEN policy
- Disability Equality Scheme/accessibility audit
- Anti-Racism policy
- SMSC policy

20 Roles and Responsibilities

The governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.

The 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, and 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.

21 Publicising our scheme

Our Scheme will be published on the school's website and parents will be encouraged through newsletters to read and respond. A hard copy will be available in the school office; copies can be provided on request.

22 Review of Progress

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

23 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:

Encouragement of pupils to raise/discuss equality and diversity in PSHE, RE and school council meetings etc

Discussion at staff meetings

Discussion at governing body meetings

Having staff available to discuss equality and diversity matters during parent consultation meetings

Responding to parent questionnaires and comments

Action Plan

Action	Person responsible	Completion date	Resource Implication
On disability: Future improvement to the building ie (new school hall) to include provision for disabled pupils	Resources Committee	School hall built 2015 Access to all other areas for disabled pupils and adults working/visiting the school	LCVAP grants DFC funding
For pupils with a disability to be able to access out of school activities	TO	ongoing	Teaching assistant hours and availability
On bullying/racism: Continue to promote positive attitudes and	TO	Ongoing	Training opps for staff, the development of nurture groups

behaviours			
Diversity: To ensure the curriculum offers all children access to cultures and beliefs in the wider world	Ethos Committee and TO	ongoing	Funding made available for appropriate resources, visitors and trips