



The Nar Valley Federation of Church Academies

Single Equality Scheme

This Single Equality Scheme brings together the Federation'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 communities.

Our scheme includes our whole Federation – pupils, staff, governors, parents and carers and all those within our extended school communities.

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.

All members of the Nar Valley Federation of Church Academies learning community are committed to upholding one overarching ethos. We aim to see and hear this ethos in action across the Federation.

'Everybody Safe, Everybody Happy, Everybody Learning'

Ratified by LGB: 24 May 2016

Signature:

A handwritten signature in black ink, appearing to be 'John Smith', written over a dotted line.

Review Due: 24 May 2020

1 What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a four-year period from **2016-2020**. It integrates our statutory duties in relation to race, disability, faith, religion, sex, gender reassignment, age as well as 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 race, disability, faith, religion, sex, gender reassignment and therefore includes our priorities and actions to eliminate victimization 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 governing body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

We believe that having this Single Equality Scheme will:

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, pupils and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our workforce.

The Equalities Act 2010

The Equalities Act replaced nine different Acts and over 100 sets of regulations which had been introduced over several decades. It provides us with a single consolidated source of discriminatory law.

Schools must have due regard to the three aims of the duty, which are to:

1. **eliminate unlawful discrimination**, harassment or victimisation
2. **promote equality** between those who share a protected characteristic and those who do not
3. **foster good relations** between those who share a protected characteristic and those who do not

It integrates the above statutory duties in relation to the “protected characteristics” identified in the Equalities Act 2010. These are:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

- Age (Age is a protected characteristic in relation to employment. This does not apply to pupils)
- Marriage or civil partnership (this is also protected, but only through aim 1 “eliminating discrimination”.)

Association

These duties apply to associated persons. For example, it is unlawful to discriminate by refusing to admit a pupil because his parents are a same sex couple, or a child suffering because a mother or father made a complaint of sex discrimination against the school.

Perception

It is also unlawful to discriminate because of a characteristic you think a person has, whether they actually have it or not.

Special provision for disability

Disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction- that is to say; it protects disabled people but not those that are not disabled. This means that schools are allowed, and in some cases required to, treat disabled persons more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with non-disabled people.

2 Meeting our duties

The Equalities **act** states that, for all protected characteristics, schools must have *due regard* to the three aims of the duty, which are to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Our obligations under legislation are entirely in keeping with the federation’s obligations to deliver high quality learning opportunities and provision of care for every member of the school communities.

Due regard

Having “due regard” involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristic.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where participation is disproportionately low.

Discrimination

This can happen in any of four ways.

1. Direct. Where someone is treated less favourably than another because of a protected characteristic.
2. Indirect. Where provision, criterion or practice is applied generally but has the effect of disadvantaging people with a particular protected characteristic.
3. Harassment. Unwanted conduct related to a protected characteristic which has the effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

4. Victimisation. This occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act. For example, where a person has previously made an allegation of discrimination, even if it was incorrect. This is to ensure people are not afraid to raise genuine concerns about discrimination.

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 racist incidents

Racist incidents should be reported using the form available from the school office (Appendix A) and will be reported to the Governing Body and The County.

Faith and Religion

This definition is wide enough to cover fringe religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs. It also covers perceived religion or lack of religion. The federation schools' curriculum content is exempt. The Nar Valley Federation of Church Academies should continue to deliver a broad, inclusive curriculum to which all pupils are entitled without fear of challenges based on religious views.

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

1. Promote equality of opportunity
2. Eliminate unlawful discrimination
3. Eliminate harassment relating to faith or religion
4. Promote good relations between people of different faiths or religions

Disability equality

Disability is a physical or mental impairment that has an effect on a persons' ability to carry out normal day-to-day activities. The effect must be:

- Substantial
- Adverse
- Long-term (meaning at least a year)

Some examples of disabilities are: ADHD, autism, dyslexia, cancer, MS, HIV, cystic fibrosis, diabetes, disfigurements and mental health issues. The act also covers people who have previously had a disability.

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

The Federation has decided to align our Accessibility Plan within our Single Equality Scheme so they can be reviewed and amended at the same time.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Improve access to the **physical environment** of the school; (this covers improvements to physical aids to access education)
2. Increase access to the **curriculum**, incorporating after school and out of school activities including educational visits; (to ensure children with disabilities are as equally prepared for life as the non-disabled pupils)
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. (Examples might include handouts, timetables, textbooks and school information)

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.

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.

Sexual Orientation

Sexual orientation is defined as:

- Orientation towards persons of the opposite sex.
- Orientation towards persons of the same sex.
- Orientation towards persons of the same sex and the opposite sex.

Schools need to:

- Make sure that gay, lesbian and bisexual pupils or the children of gay, lesbian and bisexual parents are not singled out for different or less favourable treatment.
- Ensure that there are no practices which could result in less favourable treatment.
- Ensure that homophobic bullying is taken as seriously as any other bullying.
- Ensure that applications are not deterred on the grounds of sexual orientation.

Pregnancy and maternity

Discrimination of students and staff because of pregnancy or maternity are covered for the first time under this act. It is now unlawful to treat people less favourably because they become pregnant or have recently had a baby.

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. The Diocese of Norwich Education Academies Trust (the employing Trust of **the Nar Valley Federation**) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender and gender reassignment

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.

3 Our federation values and visions: 'Everybody Safe, Everybody Happy, Everybody Learning'.

Meeting the duties described above will mean that all our actions will embody our federation's key principles and values. These include:

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, faith, 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.

4 Our federation schools within Norfolk's profile

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)

5 Collecting and analysing equality information for pupils at The Nar Valley Federation of Church Academies

The Nar Valley Federation of Church Academies is an inclusive federation across all three sites. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environments in which each individual is encouraged to fulfil her or his potential.

We continue to develop our understanding of the major equality issues in our schools' functions and services. In order to do this we collect and analyse the following equality information for our pupils:

- Numbers or percentages of pupils by gender
- Numbers or percentages of pupils by race
- Numbers or percentages of pupils by nature of disability
- Numbers or percentages of pupils by religion or belief
- Numbers or percentages of pupils pregnant or having given birth recently
- Be aware of local and national issues around sexual orientation and gender reassignment
- The attainment, attendance, exclusions and participation data of the groups mentioned above

6 Collecting and analysing equality information for employment and governance at The Nar Valley Federation

	Castle Acre	Narborough	Sporle	The Nar Valley Federation
Male Pupils	42%	58%	53%	52%
Female Pupils	58%	42%	47%	48%
White British	97%	94%	89%	93%
Other/Mixed Race	3%	6%	4%	5%
Gypsy/Roma	0%	0%	7%	2%
English as main language	98%	98%	99%	98%
Entitled to Free School Meals	25%	7%	13%	13%
On SEN Register	22%	14%	21%	18%
Pupils with Disability				
Christian	62%	61%	33%	53%
C of E	3%	4%	3%	5%
No Religion	22%	13%	63%	30%

We have been mindful of the laws relating to confidentiality when devising this Scheme. Although there is a statutory duty to share information about the federation of schools' single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. In this case, the Head and key members of the governing body collect the attainment; attendance, exclusions and participation data of the groups mentioned above but due to low pupil numbers in each group have chosen not to share the data in this document.

Collecting and analysing equality information for employment and governance at The Nar Valley Federation of Schools

The Nar Valley Federation is committed to providing a working environment free from discrimination, victimisation, and harassment.

The Federation aims to recruit an appropriately qualified workforce and governing body. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.

We collect and analyse the following equality information for our staff:

- Numbers or percentages of staff by gender
- Numbers or percentages of staff by race
- Numbers or percentages of staff by nature of disability
- Numbers or percentages of staff by religion or belief
- Numbers or percentages of staff pregnant or having given birth recently
- Be aware of information given to management about sexual orientation and gender reassignment
- Ages of staff

We also hold the following profile information for our staff and governors:

- Applicants for employment (via local authority recruitment forms)
- Attendance (including staff training events)
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

4% of the workforce is male and 96% is female.

100% of staff are “White British”

0% of staff have declared a disability

No staff have declared a religion or belief – information not collected on MIS

0% of staff are pregnant. 0% member of staff are currently on maternity leave

The school holds the information on ages of staff.

We have been mindful of the laws relating to confidentiality when devising this Scheme. Although there is a statutory duty to share information about the schools’ single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff. In this case it is the Head and key members of the governing body.

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:

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

7 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.

Breaches of the Single Equality Scheme and Associated Policies

We understand that eliminating discrimination, victimisation and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our schools' anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on disability, race, religion, sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

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.

The Clerk to the Governors maintains a spreadsheet relating to policy review.

9 Roles and Responsibilities

In our federation schools we all take responsibility for promoting equalities.

Our governing body will ensure that the schools comply with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this Scheme and Action Plan as well as associated policies.

Headteacher

Our Headteacher is responsible for co-ordinating the implementation of this scheme, and will ensure that the staff are aware of their responsibilities, are given necessary training and support and report progress to the governing body.

The Headteacher will work the staff and governors to ensure that;

- staff recruitment, training opportunities and conditions promote equality and
- existing and planned policies are assessed for the ways in which they impact on equality
- appropriate action is taken against staff or pupils who discriminate

Staff

Our staff will 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.

Our staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

Pupils

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. They will strive to follow the federation ethos ensuring that 'everyone is safe, everyone is happy and everyone is learning'.

Visitors

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

- 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.

10 Publicising our scheme

- Federation and Schools website
- Newsletter
- Staff induction

What we have achieved so far?

Successes in eliminating unlawful discrimination, harassment or victimisation

- There have been no allegations of discrimination against the school or staff.
- The overwhelming majority of children feel safe in school.
- Parent survey feedback shows that parent feel we keep their children safe in school
- Everybody supports the elimination of discrimination
- Collective worship is linked to values and often covers elements which link to respect rights and differences

Race Equality

- Our PSHE curriculum teaches about differences and the need to respect differences

Disability Equality

- The Nar Valley Federation Church Academies are accessible to people with a wide range of disabilities - wheelchair access and disabled toilet
- All pupils have full access to the curriculum, including visits and physical activities.
- Curriculum trips ensure all pupils can access visits and participate
- Changes to the curriculum and support are provided to ensure all pupils have full access to the curriculum at an appropriate level

Gender Equality

- Progress and attainment is regularly monitored with regards to gender differences and specific target groups are identified for support and focus in each cohort.
- Boys and girls have equal access to the curriculum and after school clubs.

Age Equality

- The recruitment of staff does not depend on their age. The LA form used for job applications promotes this stance.
- The Federation currently employs staff from their 20s to their 70s.

Fostering Good Relations

- In the Early Years Foundation Stage and in Key Stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Judaism in some detail.
- Throughout Key Stage 2, all major religions are taught following the Norfolk Agreed Syllabus
- Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart to children how important faith, belief, worship and prayer are to some people
- We have strong links with the churches within the Federation

12 Annual Review of Progress

This scheme has a life span of four years. Objectives are reviewed annually. We **will revise** our Single Equality Scheme and Action Plan every four years.

15 Ongoing involvement of our Scheme

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

- A regular agenda items at School Council 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 as required
- Having school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback
- At Governing Body meetings

Response to last objectives:

Race equality

The federation of schools uses an e-form to report racist incidents to County; issues are discussed at staff meetings and INSET as appropriate.

Disability equality

All the schools across the Federation have good accessibility for pupils, including those who may be in a wheelchair. There is a disabled toilet and shower in each of the schools and easy access to the outside area. The entrance to all the schools is accessible for those who may be in a wheelchair and fire escapes are also accessible to those in a wheelchair. If we are made aware there will be a pupil, member of staff or visitor to the school with a disability we ensure there is an individual risk assessment and evacuation plan in place to ensure their safety.

Gender equality

Curriculum provision, especially through PSHE and the PATHS programme aim to promote gender equality. Recent sporting activities such as cluster football tournaments have included an equal number of boys and girls.

Ratified by Governors:

Signature:

Review Due:

4-yearly The policy is the responsibility of the Teaching and Learning Committee. However information to be published annually demonstrating how they are meeting the aims of the general public sector equality duty

Report of Racist Incident to Children's Services

Establishment or Team submitting Report: _____	Report Number: (Office use only)
Children's Service Area / Locality: _____	
Date of Incident: _____	
"A racist incident is any incident which is perceived to be racist by the victim or any other person" (MacPherson Report 1999)	
1. Nature of Incident	
Verbal abuse <input type="checkbox"/>	Non-co-operation/disrespect <input type="checkbox"/>
Physical harassment <input type="checkbox"/>	Graffiti, slogans, etc <input type="checkbox"/>
Other <input type="checkbox"/>	Brief description of Incident:
2. About the victim: Child / Adult	3. About the perpetrator: Child / Adult
Ethnic Group: *	Ethnic Group: *
Gender: M <input type="checkbox"/> F <input type="checkbox"/>	Gender: M <input type="checkbox"/> F <input type="checkbox"/>
Age (if known):	Age (if known):
School & NC Year group: **	School & NC Year group: **
Asylum seeker: Y <input type="checkbox"/> N <input type="checkbox"/>	Asylum seeker: Y <input type="checkbox"/> N <input type="checkbox"/>
4. Outcomes	
Was the issue resolved to satisfaction of all concerned?	Y <input type="checkbox"/> N <input type="checkbox"/>
Is further action needed?	Y <input type="checkbox"/> N <input type="checkbox"/>
Details of further action/reason why unresolved	

5. Involvement of other agencies

Who else has been involved? (eg. school, Police, local warden)

Dealt with internally

Support from Children's Services Manager / (CS Equalities Group)

Support from NNREC

Support from Police

Other (please specify) _____

6. Details / Notes

For Schools Only

7. Recording and reporting

Recording using agreed school procedures Reported to parents

Reported to governors

Contact name in school: _____ Position in school: _____

Key:

* Ethnic Group code list:

Ethnic Group	Code	Ethnic Group	Code
a) White		d) Black or Black British	
British	01	Caribbean	12
Irish	02	African	12
Any other White background	03	Any other Black background within (d)	14
b) Mixed		e) Other ethnic groups	
White and Black Caribbean	04	Chinese	15
White and Black African	05	Any other ethnic group (please describe)	16
White and Asian	06		
Any other mixed background	07		
c) Asian or Asian British		f) Gypsy/Traveller	17
Indian	08		
Pakistani	09		
Bangladeshi	10		
Any other Asian background within (c)	11		

** School & NC Year group:

Enter figure or S for Staff member, P for parent, A for other adult.

16 - Single Equality Scheme Action Plan 2016-20

Our Single Equality Scheme (SES) and action plan covers a four-year period from 2016-2020. It integrates our statutory duties in relation to race, disability, faith religion, sex, gender reassignment, age

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/F/B = Religion Faith or Belief CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned by	Monitored by
R	D	G	SO/G/R	A	R/F/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 meetings, INSET	Ongoing	Head teacher	Governors
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment carefully ensure a strong representation of groups where possible	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Equality impact assessments relating to policy review in place	Establish a Policy Working Group Assessments take place on review relating to inclusion	From Spring 2016	Head teacher	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Respond to variance in data e.g. accessing the disadvantaged subsidy to support inclusion into out of school activities	Analyse data relation to attendance, attainment and participation into school council and clubs	2015-16 - annually	Head teacher	Governors

Monitoring and Actions :

The Teaching, Learning and Curriculum Committee and staff monitor data around pupil progress and attainment for different groups of pupils which includes those children with a special educational need or disability as well as considering gender. The full governors look at Raiseonline data which also considers groups of pupils in the school.

Action	By Whom	Timescale	Completed (date)
To develop an Equality and Diversity task force	TLC/Staff	By Autumn 2016	
To explore progress data for groups of pupils	TLC Committee	Each Term	
During monitoring, ensure groups including smaller groups (such as those with hearing impairments) are explored	TLC Committee SLT	Each term and during monitoring	
Ensure the learning environment is suitable for all	TLC / SLT	LA support (Hilary Anderson) TLC Governor monitoring SLT monitoring	
To provide an opportunity for all children to take part in a school visit around diversity	SLT	By Spring 2017	

For all job vacancies, governors are included on the short listing and interview panel and therefore can ensure that there is no discrimination in place for new appointments. Governors also see that the correct LA forms are used which support this stance. Parent Surveys, which are conducted at least annually are analysed to seek information about parent views. Pupil voice is an area for development over the coming year

Action	By Whom	Timescale	Completed (date)
To add a question about equalities in to annual parent survey	Headteacher	Autumn 2016	
To seek pupil voice around equalities in school	SLT	Summer 16 Autumn 16	
To ensure there is a statement around the promotion of equalities in all policies	Link Governor Headteacher Subject Leader	Ongoing	
Agreed Policy to be added to the Federation Website	SW/KH	Summer 16	
Governors to talk to School Councils about Equalities	TLC Governors	Annually	
Staff and pupil data to be updated annually on the policy and updated onto the website	Office Staff KH/SW	Annually (Autumn Term each year)	