



Signed by Chair of Governors

Date approved by GovernorsFebruary 2019.....

Review DateFebruary 2020.....

SINGLE EQUALITY SCHEME

Foreword

We understand that, despite legislation designed to promote equalities, discrimination and inequality still exists in our society.

A 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.

What is the Single Equality Scheme, Information and Action Plan?

Our Single Equality Scheme (SES) enables us to achieve a framework for action which covers all 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 and reviewing annually on our progress with actions. This will be reviewed by our Board of Governors and will cover activities undertaken in relation to our equality duties as well as those in 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.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. 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.

What is 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 gay men, or a child suffering because a mother 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.

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:

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

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

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 favourable 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 persons 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.

Our duties in different areas, in brief, are as follows.

Gender equality (see Appendix A for further details)

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender and gender reassignment

Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to people whose gender identity or gender expression differs from that usually associated with their birth sex. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Race equality (see Appendix B for further detail and procedures)

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Schools are required to have in place a procedure for dealing with racist incidents. We have adopted the LA model procedure for this purpose detailed in appendix B

Disability equality (see Appendix C for further details)

Disability is a physical or mental impairment which 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, diabetes, disfigurements and mental health issues. The act also covers people who have previously had a disability.

Accessibility

The school 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.

Religion or Belief

This definition is wide enough to cover fringe or cult religions as well as a range of beliefs (such as humanism) but is not intended to include political beliefs. It also covers perceived religion or lack of religion.

The schools curriculum content is exempt. Schools should continue to deliver a broad, inclusive curriculum to which all pupils are entitled without fear of challenges based on religious views. Faith schools have some exemptions- for example, admissions criteria.

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.

The accepted PSHE and RSE guidance makes clear that schools should meet the needs of all young people whatever their developing sexuality or family circumstances.

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.

Our school

In our school we:

- actively promote the spiritual, moral, social, cultural, mental and physical development of our children and seek to prepare them for the opportunities, responsibilities and experiences of later life;
- respect diversity in adopting 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."*
- celebrate diversity and welcome the contributions which different groups and individuals make to the community;
- strive to eliminate all forms of discrimination and harassment;
- create an ethos in which pupils and staff feel valued and secure;
- strive to make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation and value our staff for their ability and potential to help us achieve this.
- ensure that all pupils and staff understand what constitutes appropriate behaviour and acceptable use of language;
- encourage all pupils to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to others;
- encourage all pupils to develop the knowledge, understanding and skills they need in order to participate in a multi-cultural society;
- instil in pupils an awareness of discriminatory attitudes such as racism and sexism and aim to establish an environment which is effective in reducing prejudice and raising self esteem;
- have clear procedures for dealing quickly with incidents of discrimination and harassment;
- 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.
- believe that it is our duty to address issues of 'how we live together' and 'dealing with difference'. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us;
- promote justice, equality of opportunity and fair treatment for all and thereby allow all members of our school community, to achieve the level of success and self respect which they deserve.

Curriculum, teaching and assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

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 equality of access for all pupils and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and value that will challenge discrimination;
- provide opportunities for pupils to appreciate their own culture, while at the same time celebrating the diversity of other cultures;

- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures.

Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 859,400. Approximately 40% 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 approximately 430 primary schools in Norfolk, including 13 special schools and 109 secondary schools and colleges (Gov.uk 'compare schools information')

- 8.8% of Norfolk's pupils are from a minority ethnic group (2012 report)
- 8.8% of the Norfolk population are from a minority ethnic group (2012 report)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase
- 3.4% of pupils within Norfolk schools have an Education, health and Care Plan (January 2017)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an growing ageing population – higher than 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)

Collecting and analysing equality information for pupils.

We continue to develop our understanding of the major equality issues in our school's 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

Trowse Primary is a small village school with 109 children, situated at the edge of Norwich. The vast majority of our children live within walking distance of the school although a few travel from nearby villages, or Norwich.

56% of our pupils are male and 44% are female.

95% of our pupils are White British and 5% of children are from other groups.

99% speak English as their main language.

10% of children are currently eligible for free school meals.

10% of children are on the SEN register.

We have low numbers of pupils with a disability- who are clearly known to staff.

43% of our pupils are Christian and the only other main world religion represented in the pupil community is Islam. 34% have 'no religion and 22% of families did not give this information.

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 school's 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.

Trowse Primary School 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

9% of the workforce is male and 91% is female.

100% of staff are white-British.

13% of our staff have declared a disability, in two main areas.

No staff have declared a religion of belief.

No staff are currently pregnant.

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 school's 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.

Actions to address any issues identified have been prioritised over the life span of our scheme and have been included in our Action Plan.

What we have achieved so far?

This section details the evidence of what we have achieved so far in relation to the overall equality act aims. As time goes by, the actions on the action plan will go into this section as they become achievements.

How are we eliminating discrimination, harassment or victimisation?

- There have been no recorded racist incidents in the last two years.
- There have been no allegations of discrimination against the school or staff.
- The overwhelming majority of children feel safe in school.
- Aspects such as bullying are highlighted every year in 'anti-bullying week'.
- The recruitment of staff does not depend on their age. The LA form used for job applications promotes this stance.
- The school currently employs staff from their 20s to their 60s.

How are we promoting equality?

- Currently we have no disabled staff with accessibility problems.
- The needs of staff with other forms of disability have been met.
- Arrangements have been put into place whenever we have had disabled pupils – e.g. a sound field system for hearing impaired children.
- All pupils, staff and parents are fully involved in the life of the school and have full access to all we offer.
- If we foresee that mobility could be an issue for staff or a pupil, action is always taken.
- We regularly analyse the attainment of boys and girls in English and Maths and monitor the take up of extra-curricular activities. Average attainment by Year 6 fluctuates slightly, but is high for both boys and girls.
- Provision in EYFS is constantly reviewed and teachers have been on courses to ensure that activities are provided for boys as well as girls to develop their emotional and social skills in their play.
- There is always representation on the School Council from boys and a girls.

How are we 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 more detail.
- Throughout Key Stage 2, all major religions are taught. 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 links to the local church.
- All children are encouraged to attend and participate at their own level. We follow the Agreed Norfolk Syllabus in our religious teaching.

Consultation and involving people

We appreciate that legislation states it is important for minority groups to be involved in the formulation and development of equality schemes and action plans, and we endeavour to

involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute.

We involve pupils, staff, governors, parents and carers, and our wider school community in the creation of our Single Equality Scheme. This helps ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of these documents.

Examples include:

- Consultation with parent/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups

We greatly value the collaborative way our local cluster of schools works. We have a shared belief that we have a combined obligation for the education of all children in our wider community. Together we strive for a parity of provision and an equality of opportunity – whichever school parents choose for their child.

During discussions, the following good practice was identified:

- Most significantly, we are due a new school building in September 2020, which will be DDA compliant and designed to be accessible to all.
- We have disabled access toilet
- Staff well trained on children's needs
- Friendly and approachable staff – with male and female role models
- Procedures in place to meet any medical needs children may have
- Care plans in place as necessary with good support (and training if needed) from the School nursing team
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – SEN, Behaviour, anti-bullying etc.
- Small school ethos – family feel
- APDRs (assess, plan, do, review) in place for pupils with specific needs
- Children are taught about differences and tolerance as part of the RE and PSHE curriculums as well as being an ongoing thread through school life.
- RSE does deal with issues relating to this scheme

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme for all in our school community. Share the findings equally and easily.
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2010 Equalities Act
- Ensure wider community views are sought in a variety of ways – rather than just questionnaires, to ensure equality of ability to participate in any information gathering.
- To invite representatives of various Charities and organisations relating to protected characteristic groups or the local community to school to give advise/support and assist with curriculum development or be representatives on the governing body.
- Ensure the school has a coherent plan for local, national and international education.
- Ensure the governing body has a representative with specific responsibility on equalities.

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 school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

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

Roles and Responsibilities

In our school we all take responsibility for promoting equalities, however;

Governors

Our governing body will ensure that the school complies 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.

Visitors

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

Commissioning and Procurement

Trowse Primary School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publicising our Scheme

Our Single Equality scheme will be made accessible, in the home languages of our major ethnic groups, to all persons within our local and school community in the following ways:

- School website
- Staff meetings
- Parent newsletter
- Staff and pupil induction – through the school brochure

Review

This scheme covers a three year period from Spring 2016 to Spring 2020, although it will be reviewed annually. This will review the actions we have taken on an annual basis including:

- Analysing the results of any information gathering activities for any of the protected characteristics and how we have used this information to lead improvement.
- Considering the outcomes of involvement activities from minority groups within our community
- Updating the progress made against our priorities
- Celebrating our achievements

Appendix A

Gender Equality

1 Legislative Context

1.1 The gender equality duty was introduced into legislation in the Equality Act 2006 (further updated in 2008) and amended the requirements of the Equal Pay Act 1970 and the Sex Discrimination Acts of 1975 and 2003.

1.2 It added the duty for public bodies to have 'due regard' to the need to:

- eliminate unlawful sex discrimination and harassment (including for transsexual & transgender people);
- promote equality of opportunity between men and women.

1.3 It also introduces specific duties requiring schools to;

- prepare a written policy on gender equality;
- set out how we will gather information on gender equality in relation to employment, services and performance of our functions;
- use this information to review the implementation of the scheme's objectives;
- assess the impact of our policies on pupils, staff and parents on the promotion of gender equality as well as the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

1.4 On 1st October 2010, the Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

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 its pupils
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil, or subjecting them to any other detriment

A person's age is also a protected characteristic in relation to employment but not in the provision of education. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge.

1.5 To meet our statutory duties we publish a written scheme identifying all our functions/policies that are relevant to gender equality. The scheme is a timetabled and realistic plan, setting out objectives and arrangements for meeting the general and specific duties.

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

2.1 The General Duty

2.1.1 We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives.

2.1.2 We understand the various parts of the general duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all.

2.1.3 In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

2.1.4 We will ensure governors, staff, pupils, parents and others in the school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality.

2.2 Eliminate Unlawful Sexual Discrimination and Harassment

2.2.1 By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

2.2.2 We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

2.2.3 We recognise sexual harassment as behaviour or remarks based on a person's sex or gender and perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

2.3 Promoting Gender Equality

2.3.1 We recognise that appropriate steps must be taken to ensure that, regardless of gender, everyone will be given the same opportunity to excel and complete their work. The school will also allow equal access to all opportunities for pupils, staff and the wider community, where possible, regardless of gender.

2.3.2 By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

2.3.3 We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

3 Single Sex Provision (where relevant)

3.1 Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to be considered.

3.2 We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

3.3 We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex.

3.4 We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

3.5 If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

4 Single Equality Scheme

4.1 Our Single Equality Scheme and Action Plan form an essential part of this policy and details our current objectives.

Appendix B

Race Equality

1 Legislative Context

- 1.1 This policy has been written to meet the school's statutory duty under the Race Relations (Amendment) Act 2000. This legislation imposes a general duty requiring us to have 'due regard' to the need to
- eliminate unlawful racial discrimination;
 - promote equality of opportunity; and
 - promote good relations between people of different racial groups.
- 1.2 It also introduces specific duties requiring schools to;
- prepare a written policy on racial equality;
 - set out how we will gather information on race equality in relation to employment, services and performance of our functions;
 - use this information to review the implementation of the scheme's objectives;
 - assess the impact of our policies on pupils, staff and parents on the promotion of racial equality as well as the impact on attainment levels of these pupils;
 - monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.
- 1.3 On 1st October 2010, the Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

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 its pupils
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil, or subjecting them to any other detriment

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment but not in the provision of education. Schools therefore remain free to admit and organise children in

age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge.

- 1.4 To meet our statutory duties we publish a written scheme identifying all our functions/policies that are relevant to race equality. The scheme is a timetabled and realistic plan, setting out objectives and arrangements for meeting the general and specific duties.
- 1.5 Our obligations under legislation are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

2 Definitions

- 2.1 A racist incident is 'any incident which is perceived to be racist by the victim or any other person' (MacPherson Report 1999).
- 2.2 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'.
- 2.3 A racist incident can take the following forms:
 - physical harassment, which includes violent physical attacks, and incidents of physical intimidation. These can be relatively minor, but are cumulative in effect
 - verbal harassment, which includes name calling, ridiculing a person's background or culture, pulling faces, and other examples of body language, casual remarks of a racist nature which cause offence
 - non-cooperation and disrespect. This can include deliberate ostracism, refusing to work with an individual or show respect. It could also include inadvertent disrespect, e.g. if an individual is made to feel harassed or uncomfortable because of ignorance shown towards their cultural practices
 - stereotyping cultural or ethnic groups
 - use of inappropriate materials in the Curriculum
 - racist jokes and vocabulary, graffiti, racist badges and literature
- 2.4 Some racist incidents will be subtly perpetrated or of a minor type resulting from ignorance, insensitive attitudes and lack of thought. We will therefore develop strategies in our teaching and in our dealings with all in the school community to ensure that all are sensitive to such incidents and are prepared to take responsibility for reporting and dealing with them.

3 Procedures

- 3.1 Any member of staff who witnesses or has to deal with a racist incident, however trivial it seems, must follow these agreed procedures:
 - stop the incident;
 - report the matter to the Headteacher for investigation;
 - all racist incidents will be responded to immediately, even if some aspects of the response is dealt with at a later stage;
 - dealing with racist incidents is a learning experience for the victim and perpetrator. There is no one correct way of responding;
 - support the victim with understanding and reassurance and, where

- appropriate, seek the support of external agencies;
- reprimand the aggressor and inform the victim what action has been taken. The perpetrator will be interviewed and the incident discussed in detail with the aim to be clear about what happened, to educate, to repair damage and to build toward a better understanding;
- teachers will understand that their reactions to racist incidents would influence the attitudes of students in the classroom;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- intervention strategies should, as far as possible, empower pupils and adults who have suffered harassment;
- all racist incidents are considered as serious. As with any other serious incident, the way it is dealt with should be appropriate to the incident itself. We will ensure that procedures for disciplining pupils and managing behaviour are fair and just to pupils from all racial groups.

4 Recording and Reporting Racist Incidents

4.1 Our school follows the Local Authority Guidelines in dealing with incidents of racial behaviour:

- any incident is noted on a 'Record of Racist Incident' form, using the guidelines on the reverse of the form . This form is retained in school in a central file. A copy is made for the file of the perpetrator.
- parents of both victim and perpetrator are informed.
- a separate form, 'Report of Racist Incident to the LA', is also completed using the agreed guidelines for this form, to be found on the reverse of the form.
- governors are informed through the Headteacher's report at a governors' meeting of all racist incidents, prevailing trends, and how the issues have been dealt with.

5 Single Equality Scheme

5.1 Our Single Equality Scheme and Action Plan form an essential part of this policy and contain our current objectives.

Record of Racist Incident form

<p>REPORT OF RACIST INCIDENT (to be retained in school)</p> <p>Date of Incident</p> <p>"A racist incident is any incident which is perceived to be racist by the victim or any other person" (MacPherson Report 1999)</p>	
<p>1 Victim(s) :</p> <p>Perpetrator(s) :</p> <p>Incident reported by :</p>	
<p>2 About the victim :</p> <p>Ethnic Group : _____ (enter code from list)</p> <p>Gender : Male / Female</p> <p>NC Year Group : _____ (enter figure or S for staff, P for parent or A for other adult)</p> <p>Asylum Seeker : Yes / No</p>	<p>3 About the perpetrator :</p> <p>Ethnic Group : _____ _____</p> <p>Gender : Male / Female</p> <p>NC Year Group : _____</p> <p>Asylum Seeker : Yes / No</p>
<p>4 Description of incident :</p>	
<p>5 Action taken :</p>	
<p>6 Incident dealt with by : _____ Date : _____</p> <p>Monitored by : _____ Date : _____</p> <p>Reported to parents : _____ Date : _____</p> <p>Reported to governors : _____ Date : _____</p>	

Reported to LA : _____

Date : _____

Recording Racist Incidents in school- guidelines

- Section 1 Remember to respect confidentiality. Data protection means that you should keep only the minimum necessary information. You are not required to give names when reporting to the LEA. Your records need to be kept securely, and access restricted to appropriate people.
- Sections 2 and 3 It is important to monitor whether particular individuals, or groups are suffering from or causing particular types of racist incident. Using code numbers from the grid, M or F for male or female, National Curriculum Year Group Numbers, S for a member of staff, P for a parent, A for another adult will provide you with the information you need when reporting to the LEA.
- Section 4 Make sure you include a clear description of what happened – you may need to recall it some time later. Note form is acceptable.
- Section 5 Make sure you keep a clear record of how the incident was dealt with. If you can, record any expressions of agreement that the incident has been satisfactorily resolved. It is especially valuable if the victim endorses this.
- Section 6 The person dealing with the incident should sign and date the form. It is advisable for a senior member of staff to check the details and sign fairly soon afterwards. Perhaps another senior member of staff or governor may monitor records periodically and there is another space to record this. The three boxes at the bottom are all requirements and you need to be able to tick all three.

Ethnic Groups Please enter the appropriate code from the list			
Ethnic Group Code	Code		Code
(a) White		(d) Black or Black British	
British	01	Caribbean	12
Irish	02	African	13
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	(f) Gypsy/ Traveller	17
(c) Asian or Asian British	08		
Indian	09		
Pakistani	10		
Bangladeshi			
Any other Asian background within (c)	11		

LA incident Form

<p>REPORT OF RACIST INCIDENT TO THE LA</p>	<p>Report No : (Office use only)</p>
<p>School : Date of Incident</p>	
<p>"A racist incident is any incident which is perceived to be racist by the victim or any other person" (MacPherson Report 1999)</p>	
<p>1 Nature of incident :</p> <p>Verbal abuse <input type="checkbox"/> Non co-operation/ disrespect <input type="checkbox"/></p> <p>Physical harassment <input type="checkbox"/> Graffiti, slogans etc <input type="checkbox"/></p> <p>Other</p>	
<p>2 About the victim :</p> <p>Ethnic Group : _____ (enter code from list)</p> <p>Gender : Male / Female</p> <p>NC Year Group : _____ (enter figure or S for staff, P for parent or A for other adult)</p> <p>Asylum Seeker : Yes / No</p>	<p>3 About the perpetrator :</p> <p>Ethnic Group : _____</p> <p>Gender : Male / Female</p> <p>NC Year Group : _____</p> <p>Asylum Seeker : Yes / No</p>
<p>4 Recording and reporting :</p> <p>Recording using agreed school procedures <input type="checkbox"/> Reported to parents / carers <input type="checkbox"/></p> <p>Monitored by SMT <input type="checkbox"/> Reported to governors <input type="checkbox"/></p>	
<p>5 Outcomes :</p> <p>Resolved to satisfaction of all concerned <input type="checkbox"/> Further action needed <input type="checkbox"/></p> <p>Details of further action / reason why unresolved</p>	

6	Involvement with other agencies		
	Dealt with internally	<input type="checkbox"/>	Support from LEA Officer/ adviser
	Support from NNREC	<input type="checkbox"/>	Support from Police
7	Details/ notes		
	Contact name in school :		Position in school :

Recording Racist Incidents for the LA- guidelines

The MacPherson definition must be used in all cases.

- Section 1 These are the most common forms of racist incident occurring in our schools. Unless one of the boxes fits exactly, please give a brief description. This will help us broaden our understanding of the nature of racism in Norfolk.
- Sections 2 and 3 This information will help us to track whether particular individuals, or groups are suffering from or causing particular types of racist incident. Please enter the code number from the grid, M or F for male or female, National Curriculum Year Group Numbers, S for a member of staff, P for a parent, A for another adult.
- Section 4 These are all requirements. You need to be able to tick all these boxes.
- Section 5 Be sure that everyone involved feels that the incident was resolved, and that your own records endorse this. If you tick the 'further action needed' box you will be offered extra help and support. There may be a good reason why the incident is unresolved, in which case, please make a brief note of why you are unable to proceed.
- Section 6 This helps us to adopt a multi-agency approach, and ensure that the most appropriate support can be provided.
- Section 7 Add any other information you think might be helpful.

The completed form should be sent to:

David Sheppard, The Professional Development Centre, Woodside Road, Norwich NR7 9QL.

<p>Ethnic Groups Please enter the appropriate code from the list</p>

Ethnic Group Code	Code		Code
(a) White		(d) Black or Black British	
British	01	Caribbean	12
Irish	02	African	13
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	(f) Gypsy/ Traveller	17
(c) Asian or Asian British	08		
Indian	09		
Pakistani	10		
Bangladeshi			
Any other Asian background within (c)	11		

Appendix C

Disability Equality

1 Legislative Context

- 1.1 The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and since September 2002 (under Part 4 of the DDA) schools have to meet the following duties:
- not to treat disabled pupils less favourably for a reason related to their disability;
 - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - to plan to increase access to education for disabled persons.
- 1.2 The Disability Equality Duty forms Part 5A of the DDA 1995. It places a general duty on schools to have regard to the need to
- promote equality of opportunity between disabled people and other people;
 - eliminate discrimination that is unlawful;
 - eliminate harassment of disabled people that is related to their disability;
 - promote positive attitudes towards disabled people. This means acknowledging their existence and not representing people in a demeaning way;
 - encourage participation by disabled people in public life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in;
 - take steps to meet disabled people's needs, even if this requires more favourable treatment.

- 1.3 On 1st October 2010, the Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

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 its pupils
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil, or subjecting them to any other detriment

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment but not in the provision of education. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge.

- 1.4 Additionally, schools also have a specific duty to develop, implement and publish in consultation with disabled pupils, staff and parents/carers a disability equality scheme. The scheme should be a timetabled and realistic plan, setting out objectives and arrangements for meeting the general and specific duties.
- 1.5 Our obligations under legislation are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the school community.

2 Definitions

- 2.1 Disability: **is a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.**

- 2.2 Physical or mental impairment includes sensory impairments, impairment relating to mental functioning including dyslexia, other learning disabilities and long-term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis. People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. In the DDA 'substantial' means 'more than minor or trivial'.

- 2.3 'Long-term' means has lasted or is likely to last more than 12 months.

2.4 Disability is said to have an adverse effect on normal day to day activities if it affects one or more of the following

- mobility

- manual dexterity
- physical coordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight (unless brought to functionally useful level by spectacles or lenses)
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger.

2.5 The school understands that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of the definition.

2.6 Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

3 Reasonable Adjustments

3.1 The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non-disabled peers.

3.2 The school intends that disabled pupils and users have the same access to the curriculum, to information and access to the school environment and facilities as non-disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

3.3 Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and /or their parents/carers.

3.4 The school will make reasonable adjustments to ensure that, wherever possible, disabled persons can participate fully

- in the classroom;
- in the school curriculum;
- at all times and in all parts of the building.

3.5 Such adjustments will ensure that

- disabled persons feel part of the life of the school ;
- disabled persons are included by their peers in all parts of the school life;
- parents of disabled pupils feel their child is part of the life of the school;
- staff feel confident in working with disabled pupils.

4 Single Equality Scheme

4.1 Our Single Equality Scheme and Action Plan form an essential part of this policy and contain our current objectives.