

Watlington Community Primary School

Equality Statement and Objectives

2020-2024



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

Name:

Tel:

Email:

We welcome your feedback. If you have any comments please contact us (Include contact details).

Section	Contents	Page
	Foreword – Headteacher, Chair of Governing body, Chair of School Council	2
1	Introduction	3
2	Our school – ethos, values and visions	4
3	Our school within Norfolk’s profile	5
4	Collecting and analysing equality information for pupils at “School name”	6
5	Collecting and analysing equality information for employment and governance at “School name”	6
6	Consultation and involving people	7
7	What we have achieved so far	8
8	Equality impact assessments	8
9	Other school policies	9
10	Roles and responsibilities	9
11	Commissioning and procurement	10
12	Publicising our scheme	10
13	Review of progress	10
14	Ongoing evolvement of our scheme	11
15	Action Plan	12

Foreword

“This plan sets out the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

It is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

Headteacher, Chair of Governors

At Watlington School we feel safe, welcome and are treated with respect. The teachers make our learning interesting and fun. We feel we can express our views and know we are listened to through the School Council.

School Council

1 Introduction

Introductory Notes

Our school is a single form entry school in the village of Watlington. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data to inform our planning and objectives.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation.

Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.

We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

(Note: The responsible body is the governing body for this school.

In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)

2 Our school ethos, values and visions

Ethos

Growing and Learning Together

We aspire to provide an outstanding education for all learners in our community, from the moment our children arrive, to the time they are ready to embark on the next exciting phase of their learning journey. As a school we are passionate about lifelong learning and strive to forge partnerships with the wider community. Through a friendly and family atmosphere with high expectations for all we grow and learn together to become confident, independent young people and global citizens.

Aims and Values

- To create a warm, friendly atmosphere where each child is safe.
- To promote dignity, worth and status of all irrespective of ability, gender, race or religion.
- To provide a well-balanced, stimulating, inclusive curriculum, built on the framework of the Foundation Stage and the National Curriculum, where expectations are consistently high and all children may develop to their full potential.
- To offer a rich curriculum that includes opportunities for learning outside the classroom and is investigative and creative and which builds on what children already know.
- To enable all members of the school community to develop positive attitudes towards learning, a caring attitude towards others and a sense of pride in themselves and their school.
- To recognise and celebrate success and achievement encouraging self-respect, self-discipline and high self-esteem.
- To promote good relationships and communication within school and with the wider community.
- To work in partnership with all stakeholders to provide an outstanding service for children.

3 Our school within Norfolk's profile

(Information available from [Norfolk Insight](#) - 2018)

Norfolk is a rural county with a diverse population of approximately 903,680 (2018).

Race

- 96.5% of the Norfolk population is White
- The latest school census indicates 6.96% of the school population speak English as an additional language.

Disability

- In Norfolk, 2.5% of Primary and 3.7 of Secondary pupils have a Statement of Special Educational Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight) with 24.3% over the age of 65, compared to 18.2% nationally
- In Norfolk 16.9% of the population are aged between 0-15, compared to 19.2% nationally.

Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19

Sexual Orientation

- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005). No information is available locally for children and young people but in 2006, Childline reported 2725 calls nationally from young people to talk about sexual orientation, homophobia or homophobic bullying.

Religion and belief

- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)
- 61% have specified Christianity as their main religion with 29.6% stating they have no religious belief at all.
- The following are the statistics for the other main religions: Buddhism 0.3%, Hinduism 0.3%, Judaism 0.1%, Islam 0.6%, Sikhism 0.1%, other 0.5%

Pregnancy and maternity

- In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England

Sex

- In Norfolk there are slightly more females in the local population than males, 443,981 (49.1%) males compared to 459,699 (50.9%) females.

Marriage and Civil partnership

- According to local statistics (Norfolk Insight) 50% of the population is married, 10.1% are divorced, 2.3% separated, 29.5% are single, 7.9% are widowed or have a surviving same sex partner and 0.2% of the local population are now in a same sex relationship/ civil partnership.

Watlington is a rural village in West Norfolk. In 2018 the population of Watlington stood at 2553, with 19% of the population being aged between 0-15 years, whereas the population of 65+ years is 20.6% of the population. According to Insight in 2018 98.8% of the population in Watlington was White British.

4 Collecting and analysing equality information for pupils at Watlington Community Primary School

Watlington CP School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Participation in Student Council
- Vulnerable groups

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

- Lower achievement of pupils regarded as Pupil Premium
- Lower achievement of pupils regarded as SEN
- Increase in number of racist comments and complaints

We have used this information to develop our equality objectives which are included in our Action Plan (appendix A)

5 Collecting and analysing equality information for employment and governance at Watlington Community Primary School

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

Watlington Community Primary School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

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

Information Gathering (Staff and governors)

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

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

- The staff and Governors of the school are inclusive in their representation

6 Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented.

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Parent surveys
- Pupil surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Focus groups for parents
- Discussion with HMI and Ofsted Inspections
- Discussion with Local Authority Officers

7 What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

Example One

There is no gender stereotyping at the school. Both boys and girls play netball and football for the school team. Children line up in name order, not by gender.

Example Two

The school has been positive in its approach in tackling tolerance and acceptance of other faiths, beliefs, race and religion through its programme of Faith days, stories from other faiths in Collective Worship and through the positive influence of staff modelling behaviour. However, despite this, the school has been the victim of a racist incident in December 2018 and several complaints have been recognised as racist in their nature by the Local Authority and by OFSTED

Example Three

The school is currently undertaking a programme to celebrate differences and tackle the prejudices behind Homophobic, biphobic and transphobic bullying. The support from staff and governors is driving this programme in school.

8 Equality impact assessments

Watlington Community Primary School consider equality issues when developing policies and practice through discussion with the whole school community and its stakeholders to ensure that they are genuinely accessible and meet the needs of our staff and local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We need 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.

9 Other School Policies

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

School policies here which link with, and have informed, this Scheme:

- School Improvement Development Plan
- SEND policy
- SEN Information Report
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Whistle Blowing policy

10 Roles and Responsibilities

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented.
- Our headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this scheme.
- All staff will
 - Promote an inclusive and collaborative ethos in our school
 - Deal with any prejudice related incidents that may occur and report them appropriately
 - Plan and deliver a curriculum which reflects our principles and British values.
 - Keep up to date with equalities legislation relevant to our work
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- Give children the tools and confidence to tackle inequalities where they see and recognise them
- We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11 Commissioning and Procurement

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

12 Publicising our scheme

This Policy is available from and referred to through the following:

- School website
- Staff and parent hub
- Staff and pupil induction
- Class assemblies
- School Council meetings

13 Review of Progress

We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle include

- The results of information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

14 Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Policy and objectives. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A LELE discussed as a regular item at staff and governor meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having school open days/evenings and/or exhibitions in the village hall for the wider school community to celebrate the work of pupils and give the opportunity for feedback

16 Specific and measurable equality objectives – updated January 2018

Indicate here which protected characteristics are covered by your objective: Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM)									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	GR	SO	A	MP	RB	S	PM					
x	x	x	x	x	x	x	x	x	Staff are aware of the requirements under the Equalities Act and have a due regard and awareness of their responsibilities	Raise awareness staff meetings and induction	Ongoing	Headteacher	Headteacher and Governing Body
x	x	x	x	x	x	x	x	x	Governing Body is representative of Modern Day Britain	Data Collection as part of Self Evaluation	Ongoing	Governing Body	Chair of Govs
x	x	x	x	x	x	x	x	x	Members of the school community have been made aware of the policy and know of its existence	School Council Other members of community Newsletters Parent Hub	Ongoing	Headteacher	Headteacher/Governors
	x								Pupil Premium and SEND pupils are given support to reach outcomes similar to National Statistics	Planned support using Pupil Premium Funding Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions	ongoing	Teachers TAs SENCo Headteacher	Headteacher/Governors
x						x			Continue to promote tolerance, knowledge and understanding of other races, religions and challenge where appropriate	New RE curriculum (Sep 20) CPD – staff Ensure incidents are logged CW Faith Days as part of wider curriculum	ongoing	Teachers TAs SENCO Governors Headteacher	Headteacher / governors / Local authority
x	x	x	x	x	x	x	x	x	Children are given opportunities to explore differences and diversity in Modern Day Britain	RSE LELE work (see action plan) CW	ongoing	Teachers TAs Support Staff Headteacher	Headteacher/Governors

										Display board Family Day on inclusion and diversity / LELE			
x	x	x	x	x	x	x	x	x	Ensuring any aspects of areas covered by this policy are addressed by the school as and when the need arises e.g. disabled parent of new reception child / transgender / questioning child	Establishing and maintaining communication with the school community. Discussion with individuals on a case by case basis	As need arises.	Teachers TAs SENCo Headteacher	Headteacher/Governors