

Ormesby Village
Infant School

Single Equality
Scheme

2014-2017

Introduction

This Single Equality Scheme brings together action plans for Race, Gender and Disability equality, so meeting the school's statutory duties in these areas. It also goes beyond these three streams and considers how the school develops its approach to equalities and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and believe that a single equality scheme is the best mechanism for achieving this.

The scheme also highlights how the school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

The County of Norfolk

Norfolk is a rural county with a diverse population of approximately 857,900 – census 2011. All local authorities in the county increased in population from 2001, the highest being South Norfolk (up 13,300) and King's Lynn and West Norfolk (up 12,200). The lowest increase was in North Norfolk (up 3,100). North Norfolk has the largest proportion of people aged 65 and over (29%), the smallest proportion of people aged 19 and under (19%) and the smallest increase in under fives (4%). Norwich has the lowest average household size (2.1) and Breckland is the least densely populated (100 people per square kilometre). Since the previous census in 2001 all age groups 55 and over increased, in particular ages 60-64 and 60-69 and there was also a significant increase in 20-24 year olds, though there are fewer children aged 5-14 and fewer adults in their thirties.

	Employed	No. Cars	Arrived 2001-2011	No qualifications	Christian	House Owner	White	Bad health
GT Yarmouth	48.7	27.2	4.1	32.8	61	28.6	96.9	1.6
Norwich	50.7	33.4	9	22.6	44.9	23.2	90.9	1.2

There are 475 schools in Norfolk, including 17 special schools, 63 secondary schools 369 primary schools, 16 independent schools, 3 nurseries, 6 FE colleges and 1 university.

- 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)

Ormesby Village Infant School

Ormesby Village Infant School is situated in Ormesby St Margaret, a small village approximately 5 miles from the centre of the seaside resort of Gt. Yarmouth. In 2014 the most significant school data from the Spring census was as follows:-

- 94% of children classed as White British
- 0.86% of children classed as White – any other white background
- 0.86% of children classed as Mixed – White & Asian
- 0.86% of children classed as Chinese
- 3% of children classed as Any Other Ethnic Group

Information from the latest RAISE report – 2013 is as follows:

- 70.7% of children live in Ormesby. Only Fleggburgh among surrounding wards has a higher percentage of adults with higher education and higher social class households and a smaller percentage of minority ethnic children.
- Ormesby has a lower percentage of adults with higher education and households with high social class households than England overall. Equally it has a lower percentage of minority ethnic children and over-crowded households.
- 123 children on roll (national 257)
- 54.5% girls (national 49%)
- 17.1% eligible for free school meals (national 26.7%)
- 10.5% of children from minority ethnic groups (national 28.7%)
- 5.2% of children whose first language not/believed not to be English (18.1%)
- 8.1% of children at school action (national 9.7%)
- 6.5% of children at school action plus/with statements (national 7.7%)
- 92.2% school stability (national 85.8)
- 0.13% school deprivation indicator (national 0.24)

Our Vision and Aims

Meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:-

- We strive to make the best possible provision for all our pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We understand that treating people equally is not necessarily a matter of treating everyone the same. We have adopted 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 girls and boys.
- We know that 'equality' is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views and we 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 your 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.

Our Equalities Objectives

In order to ensure that equality and diversity are embedded in the School Improvement Plan, the scheme is organised by the five Every Child Matters themes:-

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well Being

with specific actions for equalities identified under each theme where appropriate in the relevant action plans.

National Context for Diversity

As well as delivering on its commitment to promote equality across all the six strands of diversity - age, disability, faith and belief, gender, race and sexual orientation, the school has a duty to comply with a large and complex suite of equality legislation. As such, the Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements including

The Education and Inspections Act 2006- establishes a new strategic role for Local authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration;

- **Disability Discrimination Acts (DDA)** - give disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property. They require public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.

- **Equality Act 2006** – establishes a single Commission for Equality and Human Rights (CEHR) from October 2007 and a duty on public authorities to promote equality of opportunity between men and women (the ‘gender duty’). It also makes discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provides powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.

- **Employment Equality (Religion or Belief)/(Sexual Orientation) Regulations 2003** – outlaw discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.

- **Civil Partnership Act 2004** ensures same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, as well as having next of kin rights, thus overcoming a number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where they are requested. A couple who have not registered their partnership but have lived together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.

- **Equalities Review**, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office:

Investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities:

- Provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
- Made practical recommendations on key policy priorities for: the government and public sector; employers and trade unions; civic society and the voluntary sector
- Informed both the modernisation of equality legislation towards a single equality act; and the development of the new commission for equality and human rights.

- **Gender Recognition Act 2004** - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.

- **Human Rights Act 1998** - The act applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamental in maintaining a fair and civilised society.

- **Race Relations (Amendment) Act 2000** amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the Commission for Racial Equality

(CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

The Gender, Race and Disability Equality Duties

These duties impose broad obligations on public authorities, including schools, to:

- Eliminate discrimination and harassment;
- Have due regard to the promotion of equality and opportunity between persons and other persons;
- Promote positive attitudes;
- Encourage participation by minority and under-served groups in public life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others.
- Conduct impact assessments, and draw up relevant schemes (and publicise them).

The three duties are broadly similar in their approach and aims. However, in order to ensure the school is compliant with all, they are detailed below:

The Race Equality Duty

What is Race?

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

What is the Race Equality Duty?

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

The General Duty as set out in section 71(1) of the Act, requires a school in carrying out its functions to have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between different racial groups.

The Specific Duties are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001 which states that school should develop a race equality scheme which highlights:

- Those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section

71(1) of the Race Relations Act and its arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- Monitoring its policies for any adverse impact on the promotion of race equality
- Publishing the results of its assessments, consultation and
- monitoring, providing public access to information
- Training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

What are the key issues for our school?

- **To continue to promote greater awareness amongst our pupils, staff, Governors and parents of the diversity in our immediate school and local community and more specifically in the wider UK**
- **To continue to promote awareness and understanding of the diversity of the wider global world**
- **To ensure that our everyday resources reflect the school's cultural diversity and that of the UK and wider world**
- **To assess the impact of our measures to promote race equality**
- **To ensure that our school environment reflects the positive steps the school is taking to tackle race issues**

What impact have we already had on race equality in our school?

- **We have included learning themes which have enabled children to learn about different countries and cultures**
- **We follow the revised Norfolk R.E syllabus which ensures children learn about different religions and forms of worship**
- **We consult all the children on what they would like to learn and learning topics reflect their choices**
- **School/class council meetings, Circle Time, P.S.H.E using S.E.A.L (Social and Emotional Aspects of Learning) and PATHS (Promoting Alternative Thinking Sills) give children regular opportunities to talk about their thoughts and feelings and enable teachers to plan lessons on tolerance and respect for other people, including people from other races**
- **We have active links with a school in Southall, Ealing and Ethiopia**
- **There have been no reported racial incidents at the school in the ten years**

The Disability Equality Duty

What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually, as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as:-

- the ability to move around
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- ability to recognise physical danger

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act

There are two approaches to disability commonly used, the Medical Model and the Social Model.

Medical Model

The “medical model” is a traditional model of disability focused on the individual and their particular physical difficulties which prevents them from undertaking everyday activities which non-disabled people take for granted. The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the diagram overleaf.



Social Model

The “social model” focuses on the social environment and how it causes some people to be disabled. As a result, if the organisation of society e.g. stairs to access buildings, lead to disability, then it is these things which must be changed. The disabling forces at work where the 'social model' is applied

can be seen below:



The School fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

What is the Disability Equality Duty?

There are two duties which apply to schools

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The **General Duty** requires the school to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This general duty provides a framework for the council to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfill its general and specific duties.
- Involve disabled people in the development of the scheme which outlines:
 - They way in which disabled people have been involved
 - The school's methods for impact assessment
 - Steps which the authority will take towards achieving the general duty
 - The school's arrangements for gathering information in relation to employment, education and service delivery
 - Deliver the scheme within three years, unless it is unreasonable and impractical to do so

What are the key issues for our school?

- **Continue to ensure that induction/transition procedures for children and parents are robust yet sensitive, so ensuring they confide in the school about any disability which might act as a barrier in terms of access to the premises or to the learning provision on offer**
- **Continue to monitor the attainment and progress of children with learning disabilities so that any under achievement is identified and tackled**
- **Ensure the school is proactive about adapting the physical environment when necessary to ensure equality of access**
- **Ensure the school environment reflects the school's steps to tackle disability issues**
- **To monitor the impact of our steps to promote disability equality**

What impact have we already had on disability equality in our School?

- **The school promotes a fully inclusive ethos and as a consequence continues to successfully integrate a number of children with a wide range of significant disabilities and special needs**
- **The school has offered two distinct types of nurture provision to develop children's social skills and so has facilitated good integration into classes**
- **All teachers monitor and track children on the various stages of our SEN register to ensure their attainment and progress is as good as possible and underachievement is identified**
- **Staff continue to be trained to ensure provision is tailored to meet children's needs and their skills and knowledge are developed and up-dated.**

The Gender Equality Duty

What is Gender?

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender residents.

What is the Gender Equality Duty

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975, in a similar vein to Race and Disability legislation, it contains both a general and specific duty:

The General Duty on all authorities is when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination between women and men
- to promote equality of opportunity between men and women

The Specific Duties are as follows:

- to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives,
- in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap,
- to gather and use information on how the public authority's policies and practices affect gender equality in the workplace and in the delivery of services,
- to consult stakeholders and take account of relevant information in order to determine its gender equality objectives,
- to assess the impact of its current and proposed policies and practices on gender equality,
- to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so,
- to report against the scheme every year and review the scheme at least every three years.

What are the key issues for our school?

- **To continue to promote aspiration equally for girls and boys**
- **To continue to monitor the attainment and progress of girls and boys to ensure that any underachievement attributable to gender is identified and tackled**
- **To provide both male and female staff, visitors and role models whenever possible**
- **Ensure our resources are not gender stereotypical**

What impact have we already had on gender equality in our school?

- **We track girls' and boys' attainment and progress equally and address any areas of underachievement**
- **There is no evidence in Reading Writing and Maths that either group regularly out-performs the other**
- **The school continuously monitors its data to ensure that gender gaps are fully investigated and action taken if required**

Age, Faith & Belief and Sexual Orientation

“Strong and Prosperous Communities,” the recent Local Government White Paper, has recognised the importance of community cohesion and valuing all residents to improving quality of life. This is coupled with the ongoing Discrimination Law Review which is considering the introduction of a single public sector equality duty, thus creating a more streamlined equalities structure. Also, the ongoing equalities review has recently reported and identifies the core priorities for local authorities and their partners in terms of promoting equalities. This will enshrine all aspects of equalities into the work of public authorities.

The school is already committed to improving its services and the quality of life for all Ormesby residents regardless of their race, gender or disability but also their age, faith and sexual orientation. As a result the school is looking to develop strategies and action plans in these areas over the short to medium term. This will supplement the general commitment in this scheme to introduce actions which wherever possible cut across all six diversity strands. Further information on age, faith and sexual orientation is given below.

Age

The Employment Equality (Age) Regulations 2006 came into force on 1st October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training.
- ban unjustified retirement ages of below 65.
- remove the current age limit for unfair dismissal and redundancy rights.

They also introduced:

- A right for employees to request working beyond retirement age and a duty on employers to consider that request.
- A new requirement for employers to give at least six months notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and have equal access to all the services provided by the school.

Faith & Belief

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

Sexual Orientation

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce.

In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although figures are not clear as no national census has requested data on sexual orientation.

There is no apparent “gay scene” in Ormesby. This may in turn lead to a lack of openness amongst gay male, lesbian and bisexual residents of Ormesby and surrounding wards. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian and bisexual people in the development of school services.

How We Have Developed the Scheme

This scheme has been developed collaboratively and is the result of working with pupils, staff and parents and carers.

All parents, carers, staff and Governors received a questionnaire asking for their views and comments on the school's provision at present in promoting race, disability and gender equality. Comments received have been fed into this scheme and attached action plans.

Children have been consulted in class and school council meetings and likewise their views have been incorporated into the scheme.

Equality Impact Assessments

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all six equality and diversity strands (race, religion, disability, age, gender and sexual orientation) and will identify both good practice as well as areas where our performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to both new policies as well as existing policies and functions on an agreed programme.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy

- ensure that the staff are kept up to date with any development affecting the policy/action plan arising from the policy
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies

The Governing Body will:

- designate a governor with specific responsibility for the Single Equality Scheme and set up a relevant committee
- establish that the action plans arising from the policy are part of the SIDP
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every two years

Parents/Carers will:

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements

Pupils will

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme
- be consulted about the impact of the scheme and know that their views are taken seriously and acted upon