

St Mary Federation Equality Statement and Objectives



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:

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We welcome your feedback. If you have any comments please contact us

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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.

Agreed by Headteacher, Governors

We believe in justice and equality for all, regardless of age, sex, religion, country or disability.

This means everything should be fair.

We should all have fair treatment and fair judgements.

We should stand up for what is right and try to put things right if they are not fair.

In some things you should treat people in the same way to be fair - like boys and girls should be able to do the same things.

In other things you shouldn't treat people the same - like you can't give Y3 children the same work as Y6 or they shouldn't have to race together.

Written by the children of the Federation March 2016

1 Introduction

Introductory Notes

Our Federation includes Brancaster C of E Primary School (2 classes, 40 children), Docking C of E Primary School and Nursery (5 classes, 115 children) and Sedgeford Primary School (2 classes, 30 children). We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our schools 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.

2 Our Federation ethos, values and vision:

Our new federation vision is currently under review. We do, however, fully subscribe to the following County document:

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make the best possible provision for all pupils/students
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."
- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and 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.

3 Our schools within Norfolk's profile

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

Norfolk is a rural county with a diverse population of approximately 865,300 (2012).

Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the Norfolk school population speak English as an additional language.
- Currently less than 0.5% of our Federation schools are from minority ethnic groups

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)
- Our Federation has a greater than average percentage of children on the SEN register –over 20%.

Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

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
- Currently we have no known children falling into this category in our Federation

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)
- Two of our schools are Church of England and the third, Sedgeford, fully subscribes to the beliefs and values of the other two schools. Where families in our Federation have expressed a religious belief, it is exclusively Christian

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

Our Context:

St Mary Federation SEF October 2015

CONTEXT:

The St Mary Federation is a newly formed Federation, comprising Brancaster C of E VAP School (40 children); Docking C of E Primary School and Nursery (116 children) and Sedgeford Primary School (33 children).

Although the new Federation Governing Body officially formed in Summer 2015, the current acting Executive Head, Mrs Sarah Bocking, took over on September 1st 2015 and this is when the Federation became “active”. At this point we also appointed staff to the new posts of Federation Deputy Head; Lead Teachers (in each school) and Federation Subject Leaders.

Our vision is to create a Centre of Excellence, sharing best practice across all three schools to drive improvements, whilst retaining the unique character of each school.

We are situated in North West Norfolk at the furthest point in the county from Norwich, our administrative centre, and we are bordered by the North Sea which severely restricts our catchment area. All three schools are significantly smaller than average, with some cohorts as small as one child, which makes identifying trends difficult.

We are a rural area with no large employer and no industry. Farming and the tourist industry are the major, if seasonal, jobs. A Council report describes the area as having a workforce of “low value” with a “low skills base” and average earnings, education and qualifications well below national levels. The area is described as having a “poor lifestyle offer” and the quality of services and amenities were described as “unattractive to investors and professionals”. The borough ranks 150 out of 354 in terms of deprivation.

Housing options are poor for local people. Some villages have 60% second homes and the multi million pound house is not unusual. There is, therefore, stiff competition for affordable or Housing Association accommodation.

The number of **free school meals** is increasing and in one school is significantly greater than National. There are very few children with English as an additional language, a typical measure of the local **mono-cultural nature**. There are positive links with the churches, and the communities, but rural isolation and lack of facilities and public transport cannot be overlooked.

4 Collecting and analysing equality information for pupils at the St Mary Federation.

The schools of the St Mary Federation are inclusive. 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:

- Outcomes for pupils
- Progress
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Councils
- Choice of options selected where choice is available

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

- Lower achievement of pupils/students with EAL
- Poorer attendance by pupils with health issues
- Lower phonics achievement for vulnerable pupils
- RAISE shows that outcomes for boys, SEN and pupil premium children may be lower than expected, but when other factors are taken into account, this trend is less obvious

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 the St Mary Federation.

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

The Federation 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:

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

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

- Staff data is not currently separated into race, disability and gender as it is not practical to do this but we do analyse and are aware of any issues
- No staff or Governors have identified themselves as disabled or of an ethnic minority but they are from a varied background. We do consider these issues when recruiting, but our staff and Governing body are reflective of our area.
- No one is being disadvantaged in any way as far as we can determine

6 Consultation and involving people

Under section 176 of the Education Act 2002 schools are required to have regard to statutory guidance on pupil voice. This is provided by *Working Together: Listening to the voices of children and young 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. Our consultations included:

- Discussions at school council
- Contact with parent/carers – for example in visioning exercise, questionnaires, consultations, PFA, informal chats, pupil review meetings etc
- Staff surveys –eg questionnaires, appraisals etc
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups (through SENDCO)
- Involvement within local community activities

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.

- Monitoring of planning shows that meeting the needs of all individuals is high on everyone's agenda – we really do care about every individual
- We have fully trained SENDCOs who have had a huge impact on the lives of our SEN children and their families as parents have testified
- Staff training is planned and delivered to meet the needs of all
- Classroom adjustments eg for child with hearing impairment support learning and enable good progress to be made
- Good relationships with relevant professionals have led to a positive impact on children's learning
- Behaviour and other policies (eg homework) take needs into account
- Information is provided in other formats/languages if requested so all can access
- We have good relationships with parents as identified by questionnaires etc, which supports the learning of pupils
- We are creative in finding solutions to problems eg wheelchair access for trips to enable equality for all
- Flexi schooling is offered as an option
- We have a variety of specialised support for children where needed
- We have an inclusive ethos celebrated by visitors and parents

8 Equality impact assessments

Equality Impact Assessments (EIAs) were introduced with the Race Equality Duty and prior to the Equality Act 2010 had been extended to include race, disability and gender.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions particularly taking into account protected characteristics. Where negative impacts are identified we will take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

9 Other School Policies

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

- School improvement plan
- SEN policy
- Accessibility plan
- Behaviour, Bullying and harassment policy
- Pupil Premium
- Teaching and learning
- Health and safety
- Appraisals and pay
- Community cohesion
- Attendance
- Flexi schooling
- Educational visits
- RAs
- Supporting children with medical conditions
- British Values

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. A named governor oversees this work. (PATRICIA LLOYD)
- 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.
- Our SENDCOs and Lead Teachers have 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
 - Plan and deliver a curriculum which reflects our principles.
 - 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.
- We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11 Commissioning and Procurement

We are 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

- School website
- Signposted in the Staff information sheets and newsletters to parents
- Staff and pupil induction
- GovernorHub

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 policy and objectives will be reviewed as part of a four year cycle

In particular we will consider:

- 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
- A summary from equality impact assessments undertaken
- 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:

- Equality and diversity as an agenda item at School Council meetings to discuss equality and diversity issues – also staff and Governor meetings
- Opportunities taken to discuss this in PSHE, assemblies etc
- Having staff available to discuss equality and diversity matters during parent consultation meetings, also SEN reviews etc
- Having opportunities for the wider school community to celebrate the work of pupils and give the opportunity for feedback

16 Example of specific and measurable equality objectives

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						
Y	Y	Y	Y	Y	Y	Y	Y	Y		All new staff aware of Single Equality Scheme and raised awareness of responsibilities and feel confident in their roles	Regular agenda at staff and team meetings	Ongoing from date of new policy. Reminder to be added to staff meeting lists from September 2016. New staff to be informed on appointment	HT	FPP committee Named Governor Completed New staff informed 5/9/17
Y	Y	Y	Y	Y		Y	Y	Y		The governing body and staffing are broadly representative of the different groups in the local community Note: Our Gov body is currently representative of our local community. However, like our community, is white, monocultural and we wish to extend this if possible	-establish current profile -address any deficiencies by inviting in appropriate visitors where possible	As vacancies arise	HT FPP Clerk to Gov Chair Recruitment committees	FPP committee Named Governor Ongoing. Currently recruiting and bearing this in mind Autumn 2017
Y	Y	Y	Y	Y	Y	Y	Y	Y		Pupils participate in School discussion in relation to all criteria	As part of Circle Time, class council, school council, PSHE, assemblies etc Be Happy, be healthy; council; eco council; monitors; suggestion box/worry box; discussions eg when vicar was in	To be implemented from date of policy adoption	All staff Regular visitors eg clergy	FPP committee Named Governor New LELE project is readdressing the issue Autumn 2017
Y						Y				Where there are different languages, skills in heritage languages are given appropriate recognition and	-ensure that families with other languages can understand	Review when new families arrive To be incorporated into	SMT Class teachers	SVC committee Named Governor

									respect alongside the school's systematic support for the acquisition of English. The school is aware of which languages are spoken locally and how many parents have difficulty with English.	communications – Ask about translation for example -make ch aware of other languages, giving it appropriate recognition and respect – through curriculum, assemblies etc -involve children in planning	curriculum plans before end of Summer 2016	Curriculum co-ordinator	Ongoing as new pupils arrive. Autumn 2017
Y	Y	Y	Y	Y	Y	Y	Y	Y	-The school creates opportunities for different groups (for example mixed age, genders or backgrounds) to share facilities and work together; for example mentoring projects, reading schemes, young people offering ICT support, community placement schemes, young volunteers leading out of hours activities -All learners encounter role models representing a wide range of the population including those who do not conform to stereotypes of age, gender, ethnicity, occupation and those from backgrounds different from their own. Contacts with groups who are not represented in the immediate community are especially sought	Encourage ch/parents/community to work together eg artist, reading café etc -Offer work experience placements -Invite appropriate visitors -work with sports coaches -work with community police -Work with other allotment holders -Contribute to local charities -Need to introduce different cultures/ages -Ruth to incorporate into curriculum plans	Plans to be completed by end of Summer 2016	SMT Class teachers Curriculum co-ordinator	SVC committee Named Governor As far as possible. Always looking To widen experiences. Needs to remain a priority Autumn 2017
Y	Y	Y	Y	Y	Y	Y	Y	Y	The school has effective procedures in place to monitor responses to, participation and success in wider educational and social experiences. For example students satisfaction with aspects of school, participation in school trips, sports, out of hours activities, community placements, positions of responsibility, creative performances. School council and eco committee should be open to all	Patterns that do not reflect the wider population of the school are investigated. -monitor this through questionnaires, whole school spreadsheet, PE form etc. -analyse results and act upon them. -	Half termly monitoring eg in pupil progress meetings Half termly/termly evaluations of plans	SMT Class teachers Curriculum co-ordinator	SVC committee Named Governor Reviewing procedures to see if can be improved Autumn 2017

									Note: Small numbers make trends difficult and often we need to work to overcome barriers for individuals	actively encourage all children to participate in sports regardless of ability.			
Y	Y	Y	Y	Y	Y	Y	Y	Y	Children develop empathy and insight into the lives of people from different backgrounds Children encouraged to recognise and respect how people see things from different viewpoints Children learn about cultural and religious diversity with an underpinning theme exploring commonalities and respecting differences	assemblies -School/class council -PSHE/SEAL -through literature, other media and personal contacts -themed work -visitors -Possibly sponsor a child from abroad -Look in more details at charities we support -Not all ch are brave enough to stand up and speak – so encourage drawn/written ideas. Tanzania Shoe Boxes	In curriculum plans by end of summer 2016 Embedded by summer 2017	All staff Regular visitors eg clergy	SVC committee Named Governor RE and collective worship governors Remains a priority. LELE supporting with this Autumn 2017
Y	Y	Y	Y	Y	Y	Y	Y	Y	Children understand the significance of basic principles of equal opportunities, justice and human rights as they apply to their own daily lives and to wider community and global issues. They become increasingly aware (when this is consistent with their other areas of knowledge) of the significance of these principles to citizenship and democracy	assemblies -school/class -PSHE/SEAL -history	In curriculum plans by end of summer 2016 Embedded by summer 2017	All staff Regular visitors eg clergy	SVC committee Named Governor RE and collective worship governors We have been praised for this in both SIAMS and Ofsted but need to maintain. Autumn 2017
Y	Y	Y	Y	Y	Y	Y	Y	Y	Children gain the skills and confidence to enable them to apply human rights to situations they	PSHE/SEAL -Charity work -Lead by example so	In curriculum plans by end of summer 2016 Embedded by summer	All staff Regular visitors eg	SVC committee Named Governor

								encounter, to recognise and challenge abuses, discrimination and injustice and to advocate and claim their own human rights whilst fulfilling their associated responsibilities. Addressing issues in the News/media, etc.	eg the ch see the staff challenging injustices. -Anti Bullying campaigns -Assemblies -Work on the news	2017	clergy	RE and collective worship governors Have been working on but reviewing to see how we can improve Autumn 2017
Y	Y			Y		Y	Y	Attainment of vulnerable groups raised	See SIDP	See SIDP	See SIDP	See SIDP 2017 data: Lower achievers, pupil premium very successful. Some success with SEN. New groups being identified. See new SIDP for further details. Autumn 2017