

Catton Grove Primary
Striving for Excellence

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:

Name: Samantha Longshaw

Tel: 01603 426728

Email: office@cattongrove.norfolk.sch.uk

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

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Foreword

“This 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.

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

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk’s Children and Young People’s Plan.

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.”

Tim Lawes, Headteacher.

“At Catton Grove Primary School we believe that everyone should be treated fairly because, deep down, we are all equal.”

CGPS School Council

1. Introduction

Introductory Notes

Our school is a three form entry school in Norwich. 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, 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 maintained schools and the proprietor in the case of Academies or non-maintained special schools. 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

- We 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.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equalities 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, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

3. Our school within Norfolk's profile

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 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)

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)

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 school serves an especially disadvantaged community. The number of pupils entitled to free school meals is significantly higher than the national average. The majority of families are from a white UK background though we have seen a rise in the number of families from Eastern Europe over the last 3 years as a consequence of economic migration. Currently there are 29 languages spoken throughout the school.

4. Collecting and analysing equality information for pupils at Catton Grove Primary School

Catton Grove 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:

Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in Student Council

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

- The underachievement of boys in receipt of Pupil Premium
- The lower achievement of pupils with SEN compared to their peers nationally.

5. Collecting and analysing equality information for employment and governance at Catton Grove Primary School

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

Catton Grove 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:

- Under representation of male applicants

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. This is how we did it.

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions with trade union representatives
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- 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.

Race Equality:

Pupils with EAL are well integrated into school and make good progress

In the academic year 17/18 there were 2 racist incidents recorded

Disability Equality:

Pupils with disabilities are well integrated into the school. No issues have emerged

Gender equality:

The gender gap between boys & girls at Foundation Stage and Key stage 1 has reduced significantly.

Quality Mark:

The school was awarded the Quality Mark for Primary Schools for the fourth time in 2018.

8. Equality impact assessments

We have a rolling programme of review which spans 2 years and ensures that all policies and procedures are regularly updated. We also change relevant policies and procedures in light of changes to legislation and, or statutory requirements.

Further information about our review cycle can be obtained from the Office.

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 2 year 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
- Bullying and harassment policy
- Pupil Premium

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
- 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 SENDCo 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
 - Plan and deliver a curricula 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

CGPS 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

We will inform our stakeholders about our scheme by using the following:

- School website
- Staff and parent newsletter
- Staff and pupil induction

13 Review of Progress

“We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our 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 evolvment of our Scheme

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

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff and governor meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

Date reviewed on: September 18

Date approved: *Waiting approval*

Date of next review: September 19

16 Specific and measurable equality objectives

Protected characteristics covered by the 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	G	S	A	M	R	S	P						
R	D	GR	SO	A	MP	RB	S	PM						
x	x	x	x	x	x	x	x	x	x	All staff will be aware of the Single Equality Scheme and feel confident in responding to prejudice related bullying	Raise awareness of Single Equality Scheme at Staff Induction & staff meetings	ongoing	Head, SLT, Year Group Leaders	Headteacher and SLT
x	x	x	x	x	x	x	x	x	x	Schemes of work address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes evidenced in pupil perception activities	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping	ongoing	Teachers	Headteacher
x	x	x	x	x	x	x	x	x	x	To reduce the incidence of prejudice related bullying in relation to the protected characteristics	Review reporting system. Training for staff and awareness raising for pupils	Ongoing	Teachers/Pupils	Headteacher/Governors
X	X	x	x	x	x	x	x	x	x	The Governing Body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Nominated Governor responsible for Community Links	Ongoing	Governors	Chair of Governors