



The Wroxham School

Equality Policy

Summary

This policy outlines our approach to equality issues

Status: Statutory

Version: 1.0

Author: Alison Peacock / Cheryl Mence

Last updated by:

Date: Spring 2012

Approved by: Governors

Date: Spring 2015

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References

Document	URL Physical Location	or Date	Author
1			
2			

Change History

Ver	Date	Author	Key Changes
0.1			

Glossary

Term	Definition
LA	Local authority

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1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

The Wroxham School is committed to equal opportunities. Our school:

- Follows a Learning without Limits philosophy that resists notions that ability is fixed
- Offers a choice of learning challenges
- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

The Wroxham School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **nine guiding principles**:

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status

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- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents

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- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment , retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

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We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010. We have reviewed this policy in the light of advice produced by Hertfordshire LA 'School Equality Scheme: a toolkit for schools' 2012.

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Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

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2. Context

The Wroxham School is a one form entry school with part time nursery. The school is oversubscribed and is an extended school. The school is open for children from 7.45am until 6.00pm each day and during some of the school holidays. The building is available for community use most evenings and at weekends.

The school buildings are all on ground level. There is an adult toilet and shower suitable for disabled use.

The building is well maintained and all classrooms have disabled access. However, parts of the playground have steep slopes and these provide a potential hazard. In the Foundation Stage garden there are steps. Access can be obtained through the upper playground although there is considerably more distance to travel to achieve this. The area has been surveyed and a replacement ramp in the Foundation Stage garden is not a practical option.

Characteristic	Breakdown (number and %)	
	<i>Total</i>	
Number of pupils	242	
Number of staff	50	86% Female 14 % Male

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Number of governors	12	33 % Female 66 % Male
Religious character	N/A	
Attainment on entry		Attainment on entry is broadly in line with the national average.
Mobility of school population		Mobility is low.
Pupils eligible for FME	6%	
Deprivation factor		
Disabled staff	1	One member of staff has epilepsy
Disabled pupils (SEN/LDD)	20	Show with statements/school action/school action plus
Disabled pupils (no SEN)	2	
BME pupils	39	
BME staff	1	
Pupils who speak English as an additional language	12	Home languages include Sinhala, Russian, Chinese, Gujarati, Afrikaans, Portugese, Greek
Average attendance rate	97%	
Significant partnerships, extended provision, etc.		Extended provision 7.45 – 6.00pm daily Lead school for Developing Special Provision Locally 2012
Awards, accreditations, specialist status		Teaching School

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

3. Legal Background


Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

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- Marriage and civil partnership (for staff only)

At The Wroxham School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

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We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, ‘vulnerable’ children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities

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- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At Wroxham School we will publish information annually about equality.

4. Roles and Responsibilities

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Alison Peacock retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

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Every 12 months there will be a report on equality and diversity to the Governors meeting.

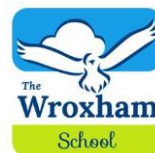
All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Alison Peacock
Disability equality (including bullying incidents)	Friendship mentor Roisin O'Hagan / AP
SEN/LDD (including bullying incidents)	Cheryl Mence / AP
Children Looked After	Cheryl Mence / AP
Safeguarding & Vulnerable children	AP/ Cheryl Mence (Gove
Accessibility	Premises / Health and Safety Cttee
Gender equality (including bullying incidents)	Friendship mentor Roisin O'Hagan/ AP / CitiCitizenship
Race equality (including racist incidents)	Friendship mentor Citizenship Faculty / AP
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff

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Participation in all aspects of school life	All staff
Impact assessment	Alison Peacock / Citizenship Faculty
Stakeholder consultation	Alison Peacock / Governors
Policy review	Alison Peacock / Governors
Communication and publishing	Alison Peacock / Lee Allan

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

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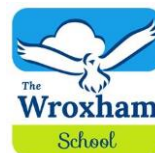


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Commitment to action

Governors will:

Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteachers and senior staff will:

Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies

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- | | |
|----------------------|--|
| Behaviour | <ul style="list-style-type: none"> • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|-----------------------|--|
| Policy Development | <ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none"> • Behave in accordance with the school's policies, leading by example |
| Public Sector | <ul style="list-style-type: none"> • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary) • Contribute to managing the implementation of the school's equality scheme |

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Duties

All staff: teaching and non-teaching will:

Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation Behaviour	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

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5. Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6. Impact Assessment

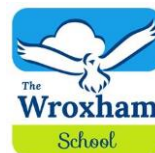
All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each Autumn term.

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7. Action Plan

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 <i>Ensure that gender is not a barrier.</i>	Gender	• Survey pupil opinion in circle meetings	AP / JT	Nov 08	Girls' football team won the Spurs tournament Summer 2012
		• Review sports and other extra curricular opportunities to ensure equality of access	LO	Sept 2010	
		• Purchase new resources for the school library that provide positive role models for same sex relationships	AP / AW	Summer 2012	
		• Review attainment data to ensure that there is no gender bias. Compare attainment data with national data.	AP / MV	Dec 2008 ongoing AM7 installed Summer 2012 for further data analysis	

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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 <i>Provide positive role models</i>	Disability	• Arrange a school visit from a paralympic athlete through PE / Sports links	MV	Jan 09	
		• Provide a range of resources such as library books, posters etc that promote positive images of disability	SB / AW / CM	Spring 09 ongoing	
		• Links with Lonsdale School / Southfields	CM	Sept 2011	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
3 <i>Ensure that the</i>	Disability	• Request advice and review from adviser and parents of	AP / CM	Nov 08	

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Head of School **Martyn Vandewalle**
Executive Headteacher **Alison Peacock DBE, DLitt**
Chair of Governors **Mr Tony Borden**
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*school environment
is adapted to help
children with visual
impairment*

children with visual impairment		
• Request feedback from staff who attend visual impairment training to ensure that all resources needed are in place or are planned	CM	Ongoing
• Repaint white lines on steps in Foundation Stage	KA	Summer 09 / Refreshed 2011
• Work in close partnership with Adviser for Visual Impairment	CM	Ongoing

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
4 <i>Provide small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc</i>		• Adapt classroom space in Reception, Y1, KS2	Premises Cttee	Easter 08	
		• Maintain high quality environment in Resources Room to enable small group teaching to take place	AP	Summer 08	
		• Redecorate the Rainbow Room to provide a pleasant room for 'calming down' with dignity or to rest when feeling unwell	Premises Cttee	Summer 08	
		• Create new 'pod' in KS2 cloakroom	Premises Ctt	Jan 2012	
		• Timetable the bus for one to one sessions	CM	Sept 2011 ongoing	

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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
5 <i>Improve disabled wheelchair access within school</i>	Disability	• Provide wheelchair friendly doors to Y5, Y6, KS2 study room, F/S study room	Premises Cttee	Summer 08	
		• Provide additional frame for access to toilet in disabled toilet	Premises Cttee	Summer 09	
		• See Accessibility plan for further aims	Premises	Summer 2012	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
5 <i>Provide improved facilities for dispensing and storing medicines</i>	Disability	• Provide new storage in Rainbow Room	Premises Cttee	Sept 08	In place
		• Ensure all children with medicine stored in school are known to staff. Medicines clearly labelled and stored in unlocked cupboard.	HH/ MR		
		• Training for staff on use of epipens up to date	MR	Oct 08 – annual	

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			refresher course
• Training for staff supporting child with Type One diabetes.	AP	Sept 08	
• Care plan in place and agreed for child with Type One diabetes.	AP / Parents	Sept 08	
• New fridge in staffroom with ice box	KA	Oct 08	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
6 <i>Provide regular access to resources that reflect a multi</i>	Race	<ul style="list-style-type: none"> • Ensure that resources include positive images of black and minority ethnic children • Regular communication with the children and staff at our 	All staff / budget holders MV /	Sept 08 ongoing Spring 09 -	

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cultural society

link school Nazilongo School, Zambia	Citizenship Faculty	ongoing	
• Letter writing and email communication with School 53, Lviv, Ukraine	Humanities	Spring 09	
• Ensure that reading materials reflect multi cultural society	AW / Creative	Summer 09 Library update 2012	
• Buy class set of African drums	Creative	Summer 09	Drumming lessons each week 2010 to date
• Weekly web cam links with Fraonconville School Paris	Humanities / NE	Autumn 08 ongoing	Wroxham designated a lead Languages school 2012
• Develop new links with schools in Rwanda, Africa Umubano Primary School, Kigali, Rwanda	Citizenship	Summer 2012	

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Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
7 <i>Enhance understanding of Roma and Traveller communities</i>		• Include examples of Traveller communities when choosing literature, resources etc	Citizenship Faculty	Autumn 09	
		• Challenge stereotypical views through PSHE	All teachers	Summer 09	
		• Close links with Oakmere School where there is strong support for the traveller community	All teachers through National Support School role	September 2010 ongoing	

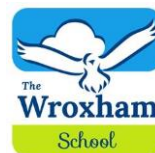
Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
8 <i>Working together with parents</i>	Disability	• Ensuring that all colleagues are aware of the home experience that parents can provide	CM	Spring 09	
		• Parents / Carers will be invited to attend a hand over meeting at the end of each year so that new staff teams are fully aware of how best to support each child.	CM	July 09 onwards	
		• To invite parents to attend any relevant training	CM	Ongoing	
		• To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – biannual survey with results reported to	AP	Ongoing (Spring 2012 most recent)	

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parents and governors		
<ul style="list-style-type: none"> • Ensure that information sent home is accessible to families 	AP / JB	Home visits from FS team – identify any E2L issues or adult literacy needs
<ul style="list-style-type: none"> • Establish a termly Parent Forum meeting 	AP / Tony Borden	Autumn 2012

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