

NORFOLK CHILDREN'S SERVICES

Mousehold Infant & Nursery School



**Title of Policy:
Single Equality**

**Subject Leader/Contact Person:
Ian Tolson**

This policy has been developed, reviewed & adopted as follows:

	Date of Draft	Date Agreed	Date of Review	Date of Review	Date of Review
Staff	Sep 2017	Sept 2017	Sept 2018		
Governors		Sept 2017			

School Aims:	Respect, Help, Learn, Enjoy, Achieve.
School Self Evaluation:	<ul style="list-style-type: none"> How high are standards? Pupils' attitudes, values & personal development. How well are pupils taught? How good are curricular & learning opportunities? How well does the school care for its pupils? How well is the school led & managed? How well does the school work in partnership with parents? How effective is the school?

Signed (Headteacher)

Signed(Governor)

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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, including neighbouring schools.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework.

We acknowledge that it is very important for us to all 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

Rebecca Westall: Headteacher

Maureen Hanke: Chair of Governors

It is important to treat everyone fairly, as otherwise they will not want to come to our school. If you leave people out, they would feel sad and upset and feel that no-one likes them

School Council

1. What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan is intended to be a working document that covers a three-year period from 2017 to 2020. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

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. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

Dealing with racist incidents

Pupils need to be made aware that we live in a diverse society, in which appropriate positive attitudes and behaviour need to be adopted.

The school's commitment to diversity and anti racial discrimination is reflected in the following school aims:

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued
- Value each child for themselves so that they can develop and extend their own special strengths and interests
- Provide opportunities that encourage the children to work co-operatively together

It is also reflected in the school 'High 5': Respect, Help, Learn, Enjoy, Achieve.

The school aims to create an environment where no-one should experience racial harassment, whether directed at them or a fellow student.

Strategies to encourage positive pupil behaviour:

- All staff promote and model positive attitudes, language and behaviour at all times
- Some racist incidents are of a less obvious type and may not occur in the presence of adults. It is therefore important that a culture is created which will ensure that all members of the school community are sensitive to and take responsibility for reporting such incidents
- Opportunities in the curriculum e.g. In the spotlight and collective worship will encourage positive behaviour and attitudes
- Diversity issues and equal opportunities are incorporated into cross curricular issues
- Sensitive choice of teaching materials by staff to promote diversity and avoid possibility of stereotyping

Identification

- A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person' and can take the following forms:
- Physical harassment
- Verbal harassment e.g. name calling, ridiculing a person's background or culture
- Non co-operation and disrespect - refusing to work with or show respect may be a racist incident if there is evidence of racist motivation
- Stereotyping
- Other incidents such as racist jokes and vocabulary, graffiti or racist literature

Referral/reporting

Children are encouraged to inform staff of racist incidents. Staff ensure that reports are taken seriously and information is recorded

Immediate action will be finding out what happened, reassuring the victim and allowing the alleged perpetrator to consider the consequences and impact of his or her behaviour. Parents will be informed.

A member of the SLT (Senior Leadership Team) should be informed and a racist incident sheet completed. An online racist incident form will be completed by the Headteacher or Deputy Headteacher where appropriate and submitted to the Local Authority

The school follows the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Evidence of Good Practice in school:

- The school has had a very low number of racist incidents in school. Staff are aware of the need to record incidents and how to deal with them.
- The school recently achieved the Full International Schools Award (July 2018), which recognizes the recognition and priority to celebrate diversity within the school.
- The school works very closely with the EAL services, and an EAL teacher supports a number of children in school on a weekly basis
- English sessions for parents and relatives with EAL have been run.
- Multicultural education is evident in whole school planning and teacher's long term and medium term plans. When planning teachers ensure that multicultural aspects are included and celebrated across the curriculum. The school has a wide range of resources, such as dual language books and signs, dolls, instruments etc.. This has helped to ensure that all children are enabled to access the curriculum
- Staff use translation sheets of common phrases to aid direct communication with the children.
- Close relationships with Traveller Families, including access to homes, and the Traveller Service who deliver assemblies, staff INSET and classroom sessions
- Interpreters are used to attend meetings with parents where necessary
- Staff use google translate to communicate with parents where appropriate
- There is a celebration of cultural diversity throughout displays
- The school has good links with a school in Ghana and other schools in UK are visited to continually look at good practice for supporting families with EAL

Disability equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Evidence of Good Practice:

- Children are allocated to classrooms depending on physical needs and disability - the school is flexible with resources to meet the additional needs of pupils
- Work place assessments are carried out as required and adjustments made according to recommendations, enabling staff to be fit to work and address

their well being

- Staff are well trained on the specific medical needs of individual pupils, including care plans where appropriate.
- The school meets the requirements for first aid provision in the school and children with daily medical needs are cared for
- Multi agency support requested and involved for individual pupils e.g. occupational therapist. This has ensured that the needs of particular children are met

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum:
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

It must be ensured that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Refer to Accessibility Plan for further information

Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of Mousehold Infant and Nursery School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Gender equality

- Attainment and achievement are analysed on a termly basis and any gaps are addressed via the SDIP. These adjustments have included looking at ways to make writing more accessible and enjoyable to boys.
- Good male and female role models for pupils both in school and on playground
- Resources and topics are chosen to reflect the interests of both boys and girls
- There are no significant gender gaps - gaps are significantly lower than National figures and that of other schools in Norfolk (data from Myschool)

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas. The school has attended training on tackling homophobia and there are curriculum plan and resources to celebrate the differences in our school community. Homophobic incidents are reported to the Local Authority.

The school adheres to the Employment Equality Regulations 2003 and The equality Act 2007 covering unlawful discrimination of pupils, parents, carers prospective pupils, staff, job applicants, governors and others using the school facilities.

No child is discriminated against her when delivering any part of the curriculum or extra curricular activities.

The school adheres to the Employment Equality (Age) regulations 2006, which promote age discrimination in employment and vocational training.

Children from each year group are represented on the School Council, and as children progress they begin to gain further responsibility throughout the school.

The school adheres to the employment equality (religion or belief) regulations 2003 and the equality act 2006 part 2 which means that it does not discriminate against anyone because of their religion or belief.

No child is denied admission to the school on the basis of their religion or belief and all pupil's are treated equally irrespective of their own or their parent/carer's religion or belief

We have a responsibility to promote community cohesion developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups, and this has been incorporated into our Single Equality Scheme to make it easier to monitor our progress and performance in meeting our objectives.

The school's strategies for promoting community cohesion can be categorised into the following three areas:

A. Teaching and Learning

- A curriculum is developed that is diverse and positively reflects the cultures, languages and beliefs of pupils and local communities
- An appreciation of cultural diversity is taught, how it enriches our lives and presents unique opportunities for learning while encouraging pupils to discover what they hold in common with others (reflected in school being award Full International Schools Award in Sept 2014) A programme of extra curricular activities is provided whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities
- Pupils are encouraged to be actively involved in their own learning and there is high emphasis on the importance of formative assessment in order to

highlight next steps – children are given structured opportunities to respond to next steps. All pupils are encouraged to improve on their own achievements

- A range of teaching methods are used to ensure that learning is effective for all pupils
- There is a high priority in the provision for children with SEND, and these children make good progress
- There are consistently high expectations of all pupils in terms of learning and behaviour.
- Pupils for whom English is an additional language (EAL) are supported to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils exists through the school council in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- PATHs is integrated into the curriculum, encouraging respect and understanding of others, promotion of shared values and an appreciation of the importance of human rights to us all, support of pupils' development of a positive identity and their belonging to the school community and wider society
- Promoting Fundamental British Values is very important to us all at Mousehold and forms an integral part of our curriculum.
- Schools High 5 is promoted in a positive manner, teaching skills that pupils need to take responsible action and confidently engage with peers
- A range of Collective Worship that is of broadly Christian nature is delivered, but also includes exploration and celebration of other major faiths and acknowledges aspects of Social Conscience and world events.
- Displays around the school are of high quality and reflect diversity
- Resources are selected which reflect equality
- Children are involved with setting their own class rules, and are encouraged to develop shared values (rights and responsibilities) within the class/school. There are regular assemblies on rules, and all staff are encouraged to be consistent in their approach using the rules. *Visitors comment on the calm, purposeful atmosphere in school, and excellent behaviour from the children*
- The school has clear policies on behaviour and anti bullying, and children are encouraged to develop an awareness of the need for tolerance and understanding. They are also encouraged to take responsibility to try to sort out own minor issues. Incidents are documented so that patterns of behaviour can be tracked and addressed.
- The school uses techniques such as mantle of the expert to help children to understand and empathise with others. Weekly Capoeira and Samba drumming lessons are part of the curriculum giving children access to different cultures. .
- There are high levels of Teaching assistant in school, which assist in ensuring that individual needs are met and that every child can access the curriculum effectively.

B. Equity and Excellence

- The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

- All staff complete tracking data termly and take part in pupil progress meetings with the Headteacher. This serves to identify individual pupils who are not making expected progress, and address these needs via intervention groups and small group support.
- Funds, including pupil premium, are allocated according to need to ensure there is a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.
- This Single Equality scheme was initially written following consultation with staff, governors, children, a cross section of parents, visiting staff and members of the local community.
- Information has been sent out to all parents regarding equality and diversity in our school.

C. Engagement and extended services

- The school has a strong link with a school in Ghana, enabling children to build an appreciation of contrasting lifestyles. The International Schools Award secured in 2018 encouraged children to understand and celebrate diversity
- After school care is arranged with local provider to which the school has strong links – children are escorted to and from this provision.
- The school provides a range of after school clubs. Equality of access is ensured recognising the priority to include those from disadvantaged groups
- The school choir has a large membership and perform in events with other schools
- The school works with family learning projects to encourage parents to learn with their children
- The PSA has good links to outside agencies and facilitates classes/support for parents where needed.
- The school engages with parents through curriculum meetings including reading cafes, parent and teacher meetings and informal meetings. Parents are invited into school to drop their children in the morning, and teachers are accessible to meet parents at the beginning and end of every school day.
- There is an active Friend's Association in school, who are invited in the school to meet informally and to organise events for children and families to engage in together.
- The school works hard to encourage good attendance. It is monitored carefully and action is taken to support parents and hold them to account where necessary. Incentives are give to children for good attendance
- The school uses interpreters where necessary to facilitate effective communication. Google translate has been used to communicate with parents over minor issues

3. Our school values and visions

*Our School aims, known as the High 5 are **Respect, Help, Learn, Enjoy, Achieve**.* Our broad aim is to create a safe, caring and stimulating environment in which every child has the opportunity to reach the highest levels of achievement of which they are capable in all aspects of learning.

In order to fulfill the vision, we aim to:

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued
- Foster the positive social and emotional development of each child to enable them to grow personally as well as intellectually, and to feel valuable members of their community and society
- Foster the children's self esteem and confidence through encouragement and positive feedback, and so becoming increasingly independent as learners
- Ensure that each child makes good progress in relation to their attainment on entry to the school
- Provide the children with teaching of high quality, and a broad and balanced curriculum including the National Curriculum and the Early Years Foundation Stage curriculum.
- Manage the available resources efficiently and effectively to ensure good value for money and to maximise the children's learning
- Provide a secure and enriching environment where learning can take place with enjoyment
- Provide opportunities that encourage the children to work co-operatively together
- Provide practical experiences and activities that challenge the children to solve problems, ask questions and persevere as they learn
- Develop the children's awareness and sensitivity towards living things and the world in which we live
- Value each child for themselves so that they can develop and extend their own special strengths and interests
- Welcome parents and people from the local community into the school and work together to develop an effective partnership between the school and its community.

4. Our school within Norfolk's profile

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

Mousehold Infant and Nursery School is an above average sized infant school serving an inner city area of Norwich. For an up to date analysis of the proportion of Pupil Premium, EAL and SEN children please refer to the School Evaluation Form located on the school website. Children's attainment on entry to the nursery is well below average as evidenced by assessments.

There is a permanent winter site for the Showmen's guild (fairground travellers) within the catchment area of the school.

5. Collecting and analysing equality information for pupils at Mousehold Infant and Nursery School

Mousehold Infant and Nursery 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 fulfill her or his potential.

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

Information gathering (pupils)

- Attainment levels
- Progress levels
- Attendance levels
- Exclusions
- Attendance at extra curricular activities
- Incidents of bullying and harassment including record of harm sheets

6. Collecting and analysing equality information for employment and governance at Mousehold Infant and Nursery School

Mousehold Infant and Nursery School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Mousehold Infant and Nursery 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)

- Job applications
- Staff profile (recruitment monitoring kept in individual files)
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

7. Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the original Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Consultation with parents/carers
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups

During consultation, involvement and the existence of previous policies the following good practice was identified acknowledging all equality strands:

- Very welcoming school (See most recent Parent Survey)
- Information given out to parents is clear and concise (See most recent Parent Survey)
- Quiet and purposeful environment as observed by majority of visitors
- Key policies in place – SEN, behaviour, anti-bullying
- Focussed LSP's in place for pupils with specific needs
- Data on attainment regarding race, gender, SEN and disability is collected and acted upon
- Wide range of clubs offered to all pupils with priority given to disadvantaged groups – effective use of disadvantaged subsidy in school (see Pupil Premium Provision Document)
- Effective delivery of the School High 5 reinforced throughout the curriculum. Staff felt that this helps to address issues of respect, positive identity, friendship and conflict, working together etc.
- Play Leaders, introduced by the School Council have helped children to feel safe and included on the playground
- Staff felt that the school provides equal access to the curriculum for everyone by differentiation, providing a creative and multi-sensory curriculum, use of external advisors, using children to support each other with language barriers

8. Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation. Mousehold Infant and Nursery School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. An inventory of existing policies has been undertaken and there is 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 Single Equality Scheme. These include:

- School improvement and Development plan
- SEND Information report
- Accessibility plan
- Behaviour and Discipline policy

10 Roles and Responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- The headteacher is responsible for the implementation of this Scheme, and will ensure that staff, are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Children 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 take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

11 Publicising our scheme

This policy can be found on the school's website and Governor Hub. A hard copy will be made available to anyone requesting it.

12 Annual Review of Progress

Progress of the action plan will be reviewed regularly and the SES and resulting action plan will be revised every three years.

13 Ongoing evolvment of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvment of our Single Equality Scheme and Action Plan. This includes:

- Opportunities at School Council meetings to discuss equality and diversity issues
- Staff training
- Discussion at Governing Body meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Responding to parent questionnaire and comments.

