



## **SINGLE EQUALITY SCHEME**

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

### **The General Duty**

Public bodies have a 'General Duty' to:

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### **The Specific Duties**

- Publish information showing that they have complied with the General Duty
- Publish evidence of the equality analysis undertaken
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

Duty	Actions taken
<p><b>Eliminate conduct that is prohibited by the Equality Act</b></p>	<ul style="list-style-type: none"> <li>• The school has this current required Equality Scheme and the required Disability Access Plan in place.</li> <li>• We recognise that our children belong to a society and world that is diverse and multi-cultural.</li> <li>• Reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) are extremely rare and <i>those which do occur are</i> managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</li> <li>• The school has a set of values which are focused on, both through the curriculum and through regular Collective Worship , these values aim to educate children about treating each other fairly</li> <li>• Our School and Federation values promote equality and were agreed with representatives from the whole school community</li> </ul>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• Pupils who have particular needs are well supported in our school. We make adaptations to support these children for example;</li> <li>• A child with a visual or hearing need would have work adapted to enable him/her to access the curriculum,</li> <li>• Children with particular medical needs have appropriate support in place as identified by professionals working with them,</li> <li>• Children with an Autistic Spectrum Disorder have resources and strategies available to support them with their condition, particularly where they are finding the school environment difficult to work in.</li> <li>• There are established and effective monitoring systems in place to track pupil attainment. These include the use of our tracking system to monitor and review whole school trends and individual class grids to review, track and monitor the progress of individual / small groups of children. (This is undertaken during half termly pupil progress meetings.)</li> <li>• We monitor specific groups of learners – gender, SEN, FSM, pupil premium, LAC, EAL and summer born children.</li> <li>• On occasions we can have a small number of children living with people other than their parents and a small number of families being supported by the local authority, e.g. children who are looked after or supported on a Child Protection Plan. These children and their families are supported by our staff, sometimes the HSLW, if appropriate, and other professional agencies such as social services.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Our SEN provision is comprehensive. There are numerous intervention programmes running in school aimed at ‘narrowing the gap’ and ensuring equality of opportunity for all. Children with EHCPs are well catered for and support is put in place as required during lessons, playtimes, trips and extra-curricular activities etc.</li><li>• We have a number of children on the Autistic spectrum and with ADHD. They need additional supervision and support; clear modelling of school expectations, sharing of coping strategies, (e.g. clear places to go to calm down and reflect) ongoing monitoring and liaison with parents and sometimes additional support from outside agencies.</li><li>• Teachers are careful to intervene to prevent incidents of poor behaviour or ‘bullying’. Staff encourage children to reflect on their actions and support them to resolve disagreements. Children with behavioural needs receive support from outside agencies and strategies identified are then used by school staff to support these children; whilst children with emotional difficulties are offered access to social skills sessions. These interventions are aimed at enabling pupil’s full integration into school life, aimed at helping them to foster increased levels of self-esteem and aimed at helping them develop greater coping strategies.</li><li>• Pupils report that they feel safe in school, and that their views are listened to.</li><li>• The overwhelming majority of parents surveyed feel that their child/ren were treated fairly and with respect.</li><li>• Our Behaviour Policy includes clear guidelines and consequences for managing racist incidents</li><li>• We have a range of strategies and interventions which aim to promote the health, safety and well-being of <b>all</b> children.</li><li>• The school has developed and implemented curriculum initiatives aimed at advancing equality, for example introducing class Literacy based texts that facilitate learning around diversity themes.</li><li>• Schools in the Nebula Federation work together to ensure equality of opportunity, for example introducing the use of a Pastoral Manager who works with parents across the schools.</li><li>• The Executive deputy for SEND engages in SENCO network meetings and numerous programmes to support vulnerable children and families to overcome barriers to education.</li><li>• By working closely with parents, we ensure that all children who have a disability, learning or medical need can access our school day, off-site and residential visits.</li></ul> |
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	<ul style="list-style-type: none"> <li>• Other extra-curricular opportunities, such as school clubs, are available to all within the year groups taking part. When necessary the school has supported a child’s access to these opportunities by the provision of an additional adult to support them.</li> <li>• We have used the Pupil Premium funding to recruit additional staff to help ‘narrow the gap’ by providing access to additional support and interventions for children who are Looked After, in receipt of FSM or generally falling behind their peers. For example: <ul style="list-style-type: none"> <li>○ the provision of booster classes</li> <li>○ the use of additional teaching assistants to facilitate the delivery of targeted interventions</li> <li>○ access to 1:1 tuition</li> <li>○ supporting the payment of trips</li> </ul> </li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p>	<ul style="list-style-type: none"> <li>• Equality and Inclusion are central to our school ethos and the ethos of our federation.</li> <li>• Values within our school community enable pupils to focus on identifying and developing shared beliefs. There are opportunities in Collective Worship, RE and PSHE sessions as well as other lessons to learn about difference and diversity, both in our own community and in others. This includes consideration of the global dimension.</li> <li>• Through Collective Worship and our PHSE curriculum, we instil in children an understanding and application of our school values as well as an understanding relating to the need to be tolerant, respectful and appreciative of diversity and difference. These opportunities are also used to explore difference and diversity, both in our own community and in others.</li> <li>• Children and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year including Children in Need, Comic Relief (biannually) and the local food bank groups.</li> <li>• We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</li> <li>• As a school we believe in teaching children about the importance of democracy. Our School Council is democratically appointed by each class, after they have delivered their election manifesto. This group of children is also broadly reflective of the existing diversity of our current school community.</li> <li>• Children with disabilities are well supported and additional measures, as identified with parents, professionals and the child, are put in place to ensure that they can access the curriculum and other events that are offered to our children such as residential, clubs etc.</li> </ul>

**The Specific Duties – b) Publish Evidence of equality Analysis Undertaken**

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis (Examples shown below)</b>
<b>Behaviour</b>	<p>The behaviour policy is reviewed annually. Any changes will be notified to all parents in writing. The impact of this policy will continue to be monitored on a termly basis.</p>	<p>There are no negative impacts evident as a result of changes made and with the general implementation of this policy; however it will continue to be discussed and reviewed regularly to ensure compliance with best practice and wider school policies.</p>
<b>Anti-bullying Policy</b>	<p>This policy is reviewed annually alongside the behaviour policy. The procedures are regularly shared with all children.</p>	<p>Reports of bullying are recorded and taken seriously, but this will be reviewed to have a clearer focus on issues relating to the Equality Act.</p>
<b>Curriculum, Religious Education &amp; SRE Policies</b>	<p>The majority of these policies are reviewed on a three year policy review cycle (or sooner if required) and reflect our wider aims and values as well as our philosophy of learning and education. The RE policy reflects the most up-to-date requirements of the Norfolk Locally Agreed Syllabus for RE. Our SRE policy has been ratified by governors and we consult with parents when associated lessons are to be taught, inviting them to view resources. This policy is reviewed and agreed annually.</p>	<p>In light of the new SRE curriculum, we have reviewed how SRE will be taught across the school, particularly with regard to KS2. As part of this review we need to consider how to reflect the diversity of the Equality Act more widely to ensure that all people are represented. As the new locally agreed syllabus was recently launched, we will plan to implement this fully by September 2020.</p>
<b>Learning and Teaching</b>	<p>Learning and teaching is clearly central to our work as a school. Methods seek to ensure that, through the teaching styles used, all pupils have an equal opportunity to access the curriculum. There are regular lesson observations, with subsequent feedback, by the school's leadership team and regular</p>	<p>This is continually evolving, underpinned by our aims, vision and values as well as our commitment to Equality and Inclusion. Lesson observations should have a regular and explicit focus on equality issues.</p>

	<p>monitoring activities planned throughout the school year completed by the Executive Team, SLT, Subject Leaders and governors.</p>	<p>We need to continue to develop greater opportunities for teaching staff to undertake peer observations.</p>
<b>Safeguarding</b>	<p>This is a core policy within the school and a crucial area of practice recognised by all staff. This policy is again closely linked to many other policies, including our equality and child protection policies.</p> <p>This policy is annually reviewed by governors, with a named governor acting as the governor with responsibility for safeguarding. This policy, along with the child protection policy, is continually updated to reflect changes in legislation and practice.</p> <p>There are staff trained as DSL's, who ensure they have completed all required update training, these include the Executive Headteacher and Executive Deputy Headteachers as well as the Heads of School.</p>	<p>We will continue to ensure that all staff have access to quality safeguarding training and that this reflects issues pertaining to Equality.</p>
<b>Recruitment</b>	<p>Recruitment procedures are reviewed regularly by governors, with required changes made to reflect good practice and to ensure compliance with new requirements of the Equalities Act.</p> <p>There is a governor trained in Safer Recruitment and other members of staff, including the Executive Headteacher.</p>	<p>Procedures should link closely to the equalities policy and reflect the new requirements around health related questions in applications etc.</p>

### The Specific Duties – c) Publish Details of Engagement Undertaken

<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis (Examples shown below)</b>
<b>Pupils</b>	Our children are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, but also through class and group consultation / questionnaires, Collective Worship etc.	Children report feeling safe and well-looked after in school. Incidents of prejudice related bullying are very rare and there are established and effective policies and procedures in place for dealing with inappropriate behaviour.
<b>Staff</b>	Staff are regularly consulted and there is a culture of openness. Shared accountability means all members of staff are able to make their contribution to improving pupil outcomes and well-being. There is a staff meeting each week. These give an opportunity to voice concerns and share development ideas.	Staff identify needs for ongoing training and CPD in a range of areas according to the needs of their class.
<b>Governors</b>	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link governor for SEND and Inclusion.	Governors are fully committed to our vision of establishing and maintaining a fully inclusive school.
<b>Parents</b>	A high percentage of our parents regularly liaise with school staff. Parental questionnaires receive a good response rate as well as valuable feedback on the school's performance and what it could focus on to improve further. (These are acted on, as appropriate, and/or built in subsequent school development plans.) Attendance at school events and parent consultation meetings are also high. We have parent helpers and community volunteers supporting in all classes and on class day trips away from	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. We will seek to strengthen our commitment to quality communications with all parents.



	school. (All volunteers helping in school sign our volunteer 'Code of Conduct' and attend an induction meeting)	
<b>Working with other local schools, including projects to support children moving to secondary school.</b>	<p>We work together with all Nebula schools to develop and implement shared projects. We support our children when making the transition from primary to secondary school by liaising with our local high schools and providing intervention programmes which prepare them for the next stage in their education. This is key to helping the children maintain good educational progress during this time.</p> <p>We also have a programme of activities and events planned throughout the year in order to support upward transition from Infant to Junior School. This enables our pupils to settle quickly into year 3 at Old Catton Junior School.</p>	<p>School representatives attend meetings each year to share relevant pupil information with future secondary schools. This meeting includes children identified as 'vulnerable' or in receipt of the pupil premium.</p> <p>The Pastoral Manager of the federation also runs a range of parent workshops.</p>
<b>Outside Agencies such as Child and Adolescent Mental Health (CAMHS), School to School Support, Educational Psychological Service, School Nurse, Inclusion Service, EAL, Attendance Service, Children's Services, Neurodevelopmental Dept., Paediatrics etc.</b>	<p>These services have ongoing liaison and input into the life of the school. They are consulted on a range of issues relating to pupil well-being and the development of individual class or whole school practice.</p>	<p>Various agency representatives continue to work with the school and advise on a number of issues.</p>
<b>SEN and inclusion of other groups of learners, e.g. EAL and children on receipt of the pupil premium.</b>	<p>Our practices are reviewed annually and reflected in our wider aims and mission statement.</p>	<p>Ongoing review of these policies ensures that the needs of all children are being met in line with SMSC.</p>

**The Specific Duties – d) Set and Publish Equality Objectives**

<b>Characteristic</b>	<b>Objective</b>	<b>Success Criteria</b>	<b>Date for review</b>	<b>Responsibility</b>
<b>All</b>	To continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies are reviewed and updated in light of the Equalities Act and practices audited.	Various – see governors programme for policy review	EHT Chair of FGB Relevant Staff
<b>Race</b>	For pupils to gain greater awareness of racial diversity through the curriculum and extended learning opportunities.  To identify any under-achievement amongst ethnic minority groups.	Lesson resources and assemblies provide opportunities for children to gain awareness of and learn about racial and cultural diversity other than their own. Texts that deal with these issues are also used in Literacy lessons. Identified groups of children make expected or greater than expected progress.	Ongoing through specific events and activities. In line with review of Equality Policy and Scheme Progress of learner groups reviewed half termly through pupil progress meetings	EDHT HoS Staff
<b>Religion and Belief</b>	To facilitate more open expression of faith and belief in the school community.	School actively celebrates diversity of faith as well as understanding of specific belief events and holidays as appropriate.	On going	EDHT HoS Staff
<b>Gender</b>	To narrow the gap in attainment between girls and boys in reading, writing and maths (cohort related rather than a school trend) To identify trends of attainment for particular groups of learners based on race, disability etc.	Attainment and progress for all learners continues to rise and/or meet targets.	Through termly tracking and data analysis. Through half termly pupil progress meetings. Annual review of data for trends/patterns.	EHT EDHT HoS Chair of FGB Relevant Staff

<p><b>Disability</b></p>	<p>To ensure appropriate steps are taken to eliminate negative stereotypes of disability across the school and to promote a positive understanding.</p>	<p>Children with disabilities are fully included in all aspects of school life. SEND and Behaviour Policies are reviewed. Enhanced staff awareness of SEN and disability issues – raising staff expectations of children with SEN and with disabilities. Training and support for staff takes place relating to the management of specific children, particularly those with an autistic spectrum disorder.</p>	<p>Ongoing through specific events and activities. Policies reviewed annually. CPD opportunities are completed on an ongoing basis</p>	<p>EDHT for SEND Staff</p>
<p><b>Economic Background</b></p>	<p>To support families to overcome economic barriers to education To ensure equal access for all children to all educational opportunities provided by the school.</p>	<p>Pupil premium funding is used effectively to ensure all families and children have equal access to learning opportunities provided by the school and receive any additional intervention regarded to support their learning. Our Pastoral Manager will work with families to identify and support the implementation of a range of solutions to support families in economic difficulty. The school's charging policy supports families in receipt of certain benefits. Payment options are flexible.</p>	<p>Ongoing through specific events and activities.</p> <p>Ongoing when reviewing the Charging Policy and</p>	<p>EHT Pastoral Manager Staff FGB - Finance</p>

			provision for school visits etc.	
<b>Pregnancy and Maternity</b>	To ensure Norfolk guidance is followed for managing and pregnant staff.	Full adherence to Norfolk's guidance	Ongoing	EHT Governors
<b>All</b>	To ensure that interested stakeholders receive requisite training in a range of equality/diversity issues.	Ongoing CPD / INSET delivered to staff and governors, as required, to promote confidence in challenging prejudice and promoting equality.	Ongoing CPD/professional development. Regular whole school INSET – Equality could be a focus for future training.	EHT Staff
<b>All</b>	To seek to broaden and further strengthen our commitment to quality communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need.	Ongoing – as the need arises.	HoS
<b>All</b>	To track and monitor disadvantaged groups throughout the school, in both attainment and progress.	Detailed analysis informs provision and intervention work. Vulnerable children who are not on track to meet age related expectations will be supported to make appropriate progress.	Ongoing	EDHTs HoS SENCos
<b>All</b>	To ensure attainment in reading in every year group is 90%.	Provide CPD and appropriate support and training. Provide appropriate resources and support from English leads.	Lesson drop ins and book scrutiny every term to monitor evidence and impact, to ensure purposeful learning.	EDHTs HoS English Leads

<b>Gender, Race, Disability</b>	Positive gender, disability and ethnic role models that challenge societal norms and increase diversity.	Explicitly identifying resources and role models in the school curriculum that provide diversity. English leader and teacher identify high quality texts to be used across the curriculum.	Ongoing	EDHT for School Improvement and English leads
<b>All</b>	Schemes of work explicitly address the causes and consequences of discrimination and help children recognise and understand and challenge stereotypes. RSE/PSHE schemes effectively embedded into the curriculum.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, Ensure out of school activities are planned to encourage the participation of the whole range of pupils Ensure curriculum is differentiated	Ongoing	HoS Subject Leaders
<b>All</b>	Continued promotion of our school values and Fundamental British Values to ensure equality and fairness instilled in our children and help promote diversity and acceptance.	Regular charity events, specific assemblies/collective worship, clarity on school websites, communications in school newsletters, debates, democratic votes, PSHE lessons and social activities.	Ongoing	EDHTs HoS

### **Monitoring, Reviewing and Assessing Impact**

The Nebula Federation will monitor the scheme on an on-going basis. Whilst every attempt is made to anticipate concerns, the schools will quickly respond to other needs as they arise. Children's needs are regularly assessed through discussions with staff, children and parents; whilst the needs of staff are addressed through meetings with line managers/members of the Senior Leadership Team.

**Publication**

This Scheme will be available to staff, parents and other stakeholders on request and through our school website.

**Linked Policies & Documents**

Whilst the principles of this policy underpin our whole school ethos and delivery of every school policy, it should be read in consultation with the following policies and school documentation:

- Equality Policy
- Disability Accessibility Plan
- SEN Policy
- Anti-Bullying Policy
- Behaviour Policy
- Relationship and Sex Education Policy