

Sproston Community High School

Single Equality Scheme

2010-2013

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 Scheme to be explained to you in your language please contact:

Des Reynolds

Tel: 01603 485266

Email: reynoldsd@sprowstonhigh.org

If you have any comments about our Scheme please contact us.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact Rachel Williams or Debbie Moore on 01603 223676 and we will do our best to help.

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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.”

Mr A John
Headteacher

1 What is the Single Equality Scheme and Action Plan?

We have produced our Single Equality Scheme (SES) and Action Plan that covers a three-year period from **2010 to 2013**. 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.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

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 racial incidents

Please see Appendix A.

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.

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.

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 Sprowston Community High School) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

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.

Community cohesion

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

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.

3 Our school values and visions

In meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provision for all pupils/students, 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 equality 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.

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.

There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

5 Collecting and analysing equality information for pupils at Sprowston Community High School

Sprowston Community High School 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/students:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Participation in Student Council
- Choice of options selected

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

- Over representation of SEN students with attendance and behaviour concerns
- Apparent under performance of students on School Action Plus

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

6 Collecting and analysing equality information for employment and governance at Sprowston Community High School

Sprowston Community High School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Sprowston Community High 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:

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

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

- Staff data is not currently separated into race, disability and gender
- Governing body profile is not collected

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

7 Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the 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.

- 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
- Focus groups for parents/carers and staff

8 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

A low number of racist incidents were being recorded in school but through the training of staff in how to recognise and deal with racist incidents, the school now has a much clearer understanding of the issues and how to deal with them.

Disability equality

Pupils were unable to attend some school visits due to limited access to suitable transport. An adjustment to the school minibus fleet ensures that school trips are now fully accessible for all pupils. Pupils now feel more integrated into school community and are able to participate more fully in curriculum activities.

Gender equality

Gender stereotyping was evident in the selection of options by students, so taster days were made available for options tackling gender-stereotyping, eg food technology for boys, bricklaying for girls. There was an identified increase in participation by boys/girls in those options usually favoured by the other gender.

9 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.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

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

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School improvement plan
- Accessibility plan
- Racist incidence policy
- Anti Bullying policy
- Whistle blowing policy
- Dignity at Work policy

11 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- Our 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.
- Deputy Head (ECM) has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our 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.
- 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 take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

Sprowston Community High School 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.

13 Publicising our scheme

We have publicised our scheme in the following ways :

- School website
- Staff and parent newsletter
- Produced a leaflet to use with Staff and pupil induction

14 Annual 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

We will also revise our Single Equality Scheme and Action Plan every three years.

15 Ongoing evolution of our Scheme

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

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff 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

16 - Single Equality Scheme Action Plan 2010 – 2013

<i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings	Ongoing	Head of Departments	Headteacher
							All students achieve in accordance with their targets with no significant gaps in attainment between identified groups	Additional Intervention with FSM and School action plus students	Ongoing	Leadership Team	Deputy Head (ECM)
							Students with disabilities are supported to ensure they access a full range of the activities available in school.	Audit involvement of disabled and SEN students in activities	Spring term	Deputy Head (ECM)	Headteacher
							Reduction in the number of racist / Homophobic incidents	Implementation of Secondary SEAL across the curriculum High profile equalities campaign	Autumn term	Deputy Head (ECM)	Headteacher
							School fully access to all students	Ongoing Audit of accessibility with results built into premises plan	Ongoing	Business Manager	Headteacher

Appendix A

Sprowston Community High School Procedure for 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 an anti racist stand-point and regard for diversity issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

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

Strategies to encourage positive pupil behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the school community of a pupil's cultural practices which cause the pupils to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

MSAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

The incident will be recorded in the racist incident log which is held by the Head's Secretary.

The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the headteacher's office.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Headteacher) must inform the Local Authority.

Staff will be informed at morning briefing of pupils involved in a racial incident or of any potential incidents and what action to take.