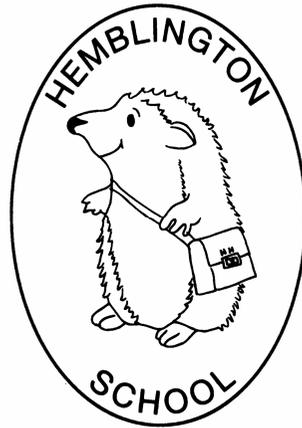


# **Hemblington County Primary School**



## **Single Equality Scheme**

**Signed:**

**Date Reviewed: June 2019**

**Next Review Date: June 2022**

# Hemblington Primary School

## Single Equality Scheme

### 2019 -2022

“We believe in creating a safe, happy and healthy environment where children can feel positive about themselves and the school. Everyone is encouraged to value and respect one another and the environment. Through our broad, balanced and creative curriculum we ensure high standards of teaching and learning that enable all pupils to reach their full potential. We are committed to providing teaching and learning experiences that are enjoyable, challenging and relevant to the needs of each individual.”

HEMBLINGTON PRIMARY SCHOOL

2019-2022

SINGLE EQUALITY SCHEME and ACTION PLAN

(incorporating Accessibility Plan, Community Cohesion, Disability, Gender and Race Equality Schemes and Equal Opportunities)

#### Section Contents Page

- Introduction
- 1. What is the Single Equality Scheme and Action Plan?
- 2. Meeting our duties
- 3. Our school values and visions
- 4. Curriculum, teaching and assessment
- 5. Our school within Norfolk’s profile
- 6. Collecting and analysing equality information for pupils at Hemblington Primary School
- 7. Collecting and analysing equality information for employment and governance at Hemblington Primary School
- 8. Consultation and involving people
- 9. What we have achieved so far
- 10. Equality impact assessments
- 11. Breaches of the Single Equality Scheme and Associated Policies
- 12. Associated school policies
- 13. Roles and responsibilities
- 14. Commissioning and procurement
- 15. Publicising our scheme
- 16. Review of progress

## 17. Evidence of Community Cohesion

APPENDIX A Accessibility Plan

APPENDIX B Single Equality Scheme Checklist

### **Introduction**

We understand that, despite legislation designed to promote equalities, discrimination and inequality still exists in our society.

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.

We believe that having this Single Equality Scheme and Action Plan will:

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, pupils and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our workforce.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. 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.

### **1 What is the Single Equality Scheme and Action Plan?**

Our Single Equality Scheme (SES) and Action Plan cover a three-year period from 2019-2022. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief and age, as well as promoting community cohesion, as identified in law by the Equalities Act of 2010. The duties cover staff, pupils and anyone using the services of the school, and details the actions we will take to eliminate discrimination and harassment for these equality areas. In this way, it is an inclusive framework.

We will meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and Action Plan, and by publishing our 'Equality Objectives' and information about equality issues. This will ensure that promoting equality is an ongoing process and we fulfil our Public Sector Equality Duties: PSED. Our progress will be reviewed by our Governing Body and will cover activity undertaken in relation to our equality duties and in promoting community cohesion.

## **2 Meeting our duties**

### **Protected Characteristics**

Under the Equality Act 2010, it is unlawful for a school to discriminate against a pupil, prospective pupil or employee by treating them less favourably because of their:

- Race
- Sex or sexual orientation
- Disability
- Religion or belief
- Gender re-assignment
- Pregnancy or maternity
- Age (for employees)

The act specifically defines **unlawful behaviour** in relation to these characteristics:

- Direct discrimination – treating someone less favourably than others because of a protected characteristic;
- Indirect discrimination – when a ‘provision, criterion or practice’ is applied generally but has the effect of disadvantaging people with a particular protected characteristic;
- Discrimination arising from disability;
- Harassment – ‘unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person’.
- Victimisation – when a person is treated less favourably than they might otherwise have been, because of something they have done in connection with the Act (for example, making an allegation of discrimination or supporting another person’s complaint by giving evidence).

As a school, we are aware of the need to have ‘due regard’ to the need to eliminate discrimination; advance equality of opportunity and foster good relations between all groups and people.

This means, as decision makers, we shall:

- Assess whether a decision or action may have implications for people with protected characteristics;
- Consider equality implications before and at the time that decisions and policy are made, not as an afterthought;
- Ensure that Public Sector Equality Duties (PSED) are integrated into the carrying out of the school’s functions.

**Hemblington Primary School cannot delegate this responsibility to anyone else – we have the duty to ensure we meet the expectations of the law.**

Below are fuller details of the different characteristics that are protected:

### **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**

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination, as presented in their document '*Equality Strategy for Norfolk 2008 – 2011*'.

### **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

We must ensure 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 Hemblington Primary 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 reassignment 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, including those of pregnancy and maternity. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic 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.

## **3 Our school values and vision**

In our school we

- promote and model high standards of behaviour and encourage our pupils to develop a sense of social responsibility;
- actively promote an understanding of spiritual and moral issues and promote a common ethos with shared values, based on tolerance and respect;
- seek to prepare our pupils for the opportunities, responsibilities and experiences of later life;
- celebrate diversity and welcome the contributions which different groups and individuals make to the community;
- strive to eliminate all forms of discrimination and harassment;
- are dedicated to making the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation, and value our staff for their ability and potential to help us achieve this.
- ensure that all pupils and staff understand what constitutes appropriate behaviour and acceptable use of language;
- encourage all pupils to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to others;
- encourage all pupils to develop the knowledge, understanding and skills they need in order to participate in a multi-cultural society;
- have clear procedures for dealing quickly with incidents of discrimination and harassment;
- seek the views of all groups affected by the policies and work of our school, to ensure community inclusion and develop positive attitudes towards diversity;
- work 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.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school;
- believe that it is our duty to address issues of 'how we live together' and 'dealing with difference'. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us;
- promote justice, equality of opportunity and fair treatment for all and thereby allow all members of our school community, to achieve the level of success and self respect which they deserve.

## **4 Curriculum, teaching and assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of any protected characteristics.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and value that will challenge discrimination;
- provide opportunities for pupils to appreciate their own culture, while at the same time celebrating the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect and interest all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils;
- ensure our curriculum meets the needs and interests of different groups [eg where there are a high number of boys in a class].

## **5 Our school profile**

Hemblington Primary is a small school, 6 miles from Norwich city centre in a semi-rural setting. Many of our children live within walking distance of the school although some travel from nearby villages or Norwich.

Our children come from a diverse range of socio-economic groups. The catchment area includes traditional village/farm worker housing, modern builds largely owner/ occupied and some council owned property.

Nearly all our pupils are white British and speak English. 6% of children are eligible for free school meals, well below the national average. 14% of children are on the SEN register. All these groups all achieve well.

'Equality of opportunity lies at the heart of all the school does, and discrimination of any kind is not tolerated.' Ofsted 2012

## **6 Collecting and analysing equality information for pupils at Hemblington Primary School**

We continue to develop our understanding of the major equality issues in our school's functions and services. In order to do this we collect and analyse the following equality information for our pupils:

- Admissions
- Attainment information
- Progress information
- Attendance information
- Exclusions
- Complaints of bullying and harassment
- Racial incidents
- SEN Register
- Behaviour Incidents

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

- Not all data collected is separated into race, disability and gender
- Generally there are no issues of inequality of attainment for groups of children

## **7 Collecting and analysing equality information for employment and governance at Hemblington Primary School**

Hemblington Primary School aims to recruit an appropriately qualified workforce and governing body, regardless of disability, gender, sexuality, belief or any other protected characteristic. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice. The duty applies to all staff working at the school in whatever capacity.

All information relating to staff is kept on the school's central database and can be separated into race, disability and gender. Information regarding the above is asked for in any application for a job. Applications are kept for the required period of years.

We collect the following profile information for our staff and governors:

- Applicants for employment (via local authority recruitment forms)
- Staff profile
- Attendance on staff training events

- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

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

- There may be low disclosure rates in respect of disability – we need to ensure any information we hold is accurate and staff feel able to disclose information freely without any fear of prejudice.
- Governing body profile is not collected and not considered appropriate.

We have been mindful of the laws relating to confidentiality when devising this Scheme and Action Plan. Although there is a statutory duty to publish information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, any analysis of sensitive information is undertaken by a senior member of the school staff.

## **8 Consultation and involving people**

We appreciate that legislation states it is important for groups who have protected characteristics under the 2010 Act, and their families, to be involved in the formulation and development of equality schemes and action plans, and we endeavour to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute.

We involve pupils, staff, governors, parents and carers, and our wider school community in the creation of our Single Equality Scheme and Action Plan. This helps ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of this Scheme and Action Plan.

Examples include:

- Contact with parent/carers, including asking for contributions through newsletters and individual letters
- Information gained during meetings with parents/carers, for example IEP reviews, consultations with staff at parents' evenings, meetings both formal and informal with teachers and the head teacher
- Discussions at staff meetings and other meetings (including regular meetings with governors, teaching assistants and mid day supervisors)
- Discussions at governing body meetings
- Discussions within our Partnership schools
- Contact with local community groups, where possible (eg playgroups)

We recognise this consultation needs to be ongoing, so that views the school cannot hear so readily are reflected more deeply as the scheme progresses.

During discussions, the following good practice was identified:

- Disabled access/toilets/shower are in place
- Staff well trained to fulfil children's needs
- Friendly and approachable staff who are good role models for children
- Procedures in place to meet any medical needs children may have and to ensure they are enabled to attend school
- Care plans in place as necessary with good support (and training if needed) from the School Nursing Team
- Good record of pastoral care
- Admission form criteria includes information on disability
- Key policies in place – SEN, Behaviour, Anti-bullying.
- Small school ethos – family feel
- Pupil Passports in place for pupils with specific needs, and parents consulted about them
- Children are taught about differences and tolerance as part of the PSHE curriculum
- We have a fully updated Accessibility Plan

Discussions also identified the following needs:

- Ensure easy access to the Equality Scheme for all in our school community by making sure we share the findings equally and easily
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2010 Equalities Act, and they know what characteristics are protected
- Continue to ensure views are sought in a variety of ways – rather than just questionnaires – to ensure equality of ability to participate in any information gathering.
- To invite representatives of various Charities and organisations relating to race, disability and gender to school to give advise/support and assist with curriculum development (lead assemblies etc).
- Ensure all areas of the school are fully accessible to all in our community including those with physical disabilities, hearing and visual disabilities.

## **9 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**

We have had no racist incidents in school since the specific duty to record began. We celebrate difference and have a stock of teaching resources to ensure representation of different ethnic groups.

### **Disability equality**

Accessibility arrangements have been put into place whenever we have had disabled pupils or staff – e.g. a ramp to a mobile classroom, sound field for deaf student, class bases moved to accommodate children who cannot climb stairs, handrails fitted. All pupils, staff and parents are fully involved in the life of the school and have full access to all we offer.

If we foresee that mobility could be an issue for staff or a pupil, action is always taken.

## **Gender equality**

We regularly analyse the attainment of boys and girls in English and Maths and monitor the take up of extra-curricular activities. Provision in EYFS is constantly reviewed and teachers ensure that activities are provided for boys as well as girls to develop their emotional and social skills in their play. There is always representation on the School Council from a boy and a girl from each class. Our SIDP includes a focus on ensuring activities and experiences planned engage learners, and where classes have a disproportionate number of either sex, this is taken into account when planning. We address homophobia and other LGBT issues through the curriculum.

In addition we believe that Hemblington Primary School can also celebrate the following good practice:

- **Age**

There is representation on our School Council from KS2 children, one boy and one girl from each class. Every class has its own council to discuss whole school issues which are then reported back to the School Council or the Headteacher. The School Council meets regularly and is supported by a senior teacher. They disseminate discussions and decisions through their council members, on the School Council noticeboard and in assemblies.

As children progress through the school they begin to gain responsibilities. In Year 6 children carry out a range of monitoring jobs e.g. helping with library, taking registers etc. They stand for election as an officer on the School Council, writing and presenting a manifesto, and they put themselves forward for election to be House Captain. They organise fundraising events such as the MacMillan Coffee Morning. Children in other classes have jobs to do within their own class. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

We have a wide range of ages represented in our workforce, and age is not a consideration in our appointment process.

- **Religion or belief**

In the Early Years Foundation Stage and in Key Stage 1 pupils are taught about the major festivals of the world religions, and about Christianity and Judaism in some detail.

Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart to children how important faith, belief, worship and prayer are to some people. We follow the Norfolk Agreed Syllabus.

We have close links to the local church. The clergy lead our assemblies and we as a school community often participate in concerts at the church.

## **10 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.

Hemblington Primary School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or of differing gender. Indeed the school has in place a range of associated policies that have been agreed by all Staff and Governors.

We review all our policies 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.

Our SIDP includes a priority to ensure that our programmes of teaching are engaging for all pupils.

## **11 Breaches of the Single Equality Scheme and Associated Policies**

We understand that eliminating discrimination and harassment and promoting equality is in part our educational function and is often a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on disability, race, sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

## **12 Associated School Policies/Plans**

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

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policies
- Accessibility Plan
- Health and Safety Policy
- School Ethos and Values
- Performance Management Policy
- Premises Management Plan
- Safeguarding & Child Protection Policy
- School Improvement and Development Plan
- Sex Education Policy
- Special Educational Needs Policy
- Staffing Policy
- Whistleblowing Policy
- Medical Needs policy
- Pupil premium Policy

### **13 Roles and Responsibilities**

In our school we all take responsibility for promoting equalities. However:

- Our governing body will ensure that the school complies with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this Scheme and Action Plan. This includes the duty to publish objectives and to make Equality information available.
- Our Headteacher is responsible for co-ordinating the implementation of this scheme, and will ensure that staff are aware of their responsibilities, are given necessary training and support and will report progress to the governing body.
- The Headteacher will work with the governors to ensure that;
  - staff recruitment, training opportunities and conditions promote equality
  - existing and planned policies are assessed for the ways in which they impact on equality
  - appropriate action is taken against staff or pupils who discriminate
- Our staff will 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, and maintain a good level of awareness of equalities issues.
- Our staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) and assemblies that take account of the need to eliminate unlawful discrimination and harassment and promote equality.
- 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.

### **14 Commissioning and Procurement**

Hemblington Primary 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.

### **15 Publicising our Scheme**

Our Single Equality scheme and Equality Objectives will be made accessible, in the home languages of our major ethnic groups, to all persons within our local and school community in the following ways:

- School website
- Staff meetings
- Parent newsletter
- In the Parish Magazine and local area publication
- On display in the school entrance

## **16 Review of Progress**

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

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement.
- The outcomes of involvement activities from minority groups within our community.
- An update of the progress made against priorities and our published objectives
- Celebrating achievements in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years, or more frequently as required, and we recognise that the scheme needs to continue to evolve and develop. In order to achieve this, we will ensure that there are regular opportunities to discuss the scheme at staff meetings, School Council will discuss diversity issues regularly, we have regular parents and pop-in evenings where work can be looked at and progress discussed.

## **17 Evidence of Community Cohesion**

### 1 The School Community

#### Teaching Learning and Curriculum

Our teaching and curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them by recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

- We offer a broad balanced curriculum that promotes common values and helps pupils value differences and challenge prejudice and stereotyping;
- We teach the principles of all religions and visit different churches
- PSHE is taught to all ages, using Go Givers and our own scheme
- We offer high quality Special Needs and Enrichment (G&T) provision through the Partnership enrichment programme and our own programmes of study.
- We track children's progress carefully and can flag up anomalies promptly
- We seek to address a variety of learning styles
- A wide range of extra-curricular activities are on offer for all children so that there will be something accessible to all.

#### Equality and Excellence

- We motivate all learners through the provision of a dynamic, exciting curriculum
- We enable all children to access the curriculum through our Special Needs and Enrichment provision
- We have a clear plan for the development of Teaching and Learning and all staff are committed to continuous improvement
- Our core values promote excellence in all areas of school life
- Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion
- We focus on securing high standards of attainment for 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.
- Our school tracking systems enable us to evaluate progress of different groups and tackle underperformance by any particular group.
- All children are treated with respect and supported to achieve their full potential through the careful deployment of resources and staffing.
- Our ethos is one of 'no outsiders' and 'celebrating difference'

### Engagement and Extended Services

- We have active links to the local nursery provision
- We offer a wide range of extra-curricular activities including some holiday provision, through cluster activities
- We have many links with the local community in varied ways (see later sections)
- We encourage student voice and instil a sense of community through our School Council.
- We operate a whole school Behaviour Management policy which also instils a sense of community
- Parents and carers are encouraged to come into school each week to provide curriculum support, e.g. hearing children read, assisting with classroom activities such as art, cooking, sewing etc. In addition, we have 'Bring your parent to school' sessions.
- We have an active PTA (Friends) who play their part in the community
- We offer the services of the school nurse.
- We operate an open door policy where any parent/carer is welcome to come into school at anytime to discuss any concerns they may have.
- We provide parents and carers with detailed and regular feedback about how their child is doing at school.
- We engage with parents through curriculum evenings, parent and child courses, family liaison work (PSA) and attendance at assemblies.
- We provide access to or signpost extended services and community use of facilities for activities that take place out of school hours, including family and adult learning.
- We are members of Children's University which facilitates out of school learning.

## 2 The Local Community

### Teaching, Learning and Curriculum

- We raise awareness of the local community through curricular activity such as traffic survey, visits to local churches, town studies
- We invite members of the local community into school e.g. Senior citizens to celebrate harvest, visiting clergy, police, fire service etc
- We promote active citizenship as part of the ethos of the school
- Assemblies involve members of the local and wider community and promote the engagement of learners and shared understanding as well as the school's ethos and values.
- Good transition arrangements are in place to support children moving from Nursery to our main school and similarly our Year 6 pupils moving to High School.

### Equality and Excellence

- We are part of a Partnership of schools that feed into the local High School. The Heads of the schools meet regularly
- We are part of a School Sports Partnership

### Engagement and Extended Service

- We take part in many inter school initiatives eg sports tournaments, partnership enrichment activities and special cluster events
- We have strong links with our local High School and offer work experience placements to their Year 10 students. We are able to make use of the specialist facilities at the secondary school to support the delivery of our curriculum when appropriate.
- We have a strong link with our local church
- We have a number of community lettings at our school eg Premier Sport; Soccer Stars; Dimensions Dance
- We encourage community groups to use school facilities
- Representatives from the local community such as the church and visiting musicians come into school to work with the children in a range of curriculum areas and to lead assemblies.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the School Support Team, the police and social care and health professionals.
- We have a comprehensive Induction programme to help children settle into Reception

### 3 The UK Community

#### Teaching and Learning and the Curriculum

- Through our residential visits programme we visit How Hill and Hautbois
- We visit many local places of interest to enrich the curriculum
- History & geography study gives our children a sense of place within the UK eg. studies of the Victorians and Tudors through the local area
- Children nominate and raise money for a local, national and international charity regularly e.g. Red Nose Day, Nepal appeal, MacMillan, Norwich Night Shelter

#### Equality and Excellence

- Some of our activities are led by people from other parts of the UK - e.g. Lego Day

#### Engaged and Extended Services

- Residential and day visit programme promotes knowledge of and interaction with other parts of the country
- We attend events in other parts of the country where appropriate

### 4 The Global Community

#### Teaching, Learning and Curriculum

- We teach French in Y5 & 6, German in Y3 & Y4 and French in Y2. A parent is helping introduce German to our Y1 class
- We have visitors from different parts of the world and have taken part in Young Enterprise activities
- ICT is enabling a global perspective to be more available to all – Espresso, the Internet
- We have links with a school in Ghana.

#### Equality and Excellence

- All children have access to Residential visits through an offer of financial support
- Through curriculum activity all children have access to a global perspective

#### Engagement and extended services

Our process of monitoring and evaluation will include:

- Analysis of data on pupils' academic achievement
- Analysis of pupils' involvement and participation in voluntary activities
- Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress
- Updating our information on the socio-economic features of our local community
- Pupil questionnaires
- Questionnaire to parents and carers
- Pupil interviews on a variety of topics
- Regular review of the curriculum
- Report to governors (as part of a review of all equalities issues) and annual item on agenda of a Governors' meeting

Ethos of the School:

- Through our Behaviour and Anti-Bullying policies, incidents of bullying, harassment and prejudice are carefully monitored and dealt with thoroughly. This monitoring includes analysis of whether children from particular groups are more likely to be excluded or disciplined than others.
- Race Equality Policy and Celebrating Difference

#### Access & Inclusion:

- Evaluating progress/attainment of different groups
- Dealing with underperformance
- Bullying, discrimination, racial and homophobic incidents & behaviour monitoring
- The school is subject to the Local Authority admission arrangements which promote community cohesion and social equity.

#### Teacher Frameworks

- Healthy schools
- Home/school agreement

## ANNEX A

### HEMBLINGTON PRIMARY SCHOOL'S ACCESSIBILITY PLAN Updated June 2019

Targets	Actions to be Taken	Outcomes/Success	Time	Monitoring (by the HT and P&O Committee)	Cost
<ul style="list-style-type: none"> <li>Increasing the extent to which disabled pupils can participate in the school curriculum.</li> </ul>	Staff training on the specific physical needs in the classroom of pupils with epilepsy and diabetes.	Adults involved will be aware of the impact the physical environment will have on learning and understand how to maximise possibilities and minimise associated problems.	Ongoing	Training has been received by supporting staff	O/T costs
	Continue to develop extra-curricular activities to ensure all interests are catered for and there are options open to disabled students.	Examples: <ul style="list-style-type: none"> <li>Cookery Club</li> <li>Choir</li> <li>Gardening club</li> </ul> In addition to sports options. Regular changes to be made to ensure options are interesting.	Ongoing	See club records	Resources e.g. cooking materials
<ul style="list-style-type: none"> <li>Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</li> </ul>	Ensure that all equipment supplied by specialist services for disabled children is stored, used and maintained correctly.	Equipment will always be available to support a child's learning and will be in good condition.	Ongoing	Soundfield for children with hearing difficulties	School Support Service Costs
<ul style="list-style-type: none"> <li>Improve accessibility for parents/carers.</li> </ul>	Improve parking arrangements to ensure accessibility to	Disabled parking available when required	Ongoing	P&O committee to monitor	Cost of materials

	all. Provide signage for disabled car parking space.				
<ul style="list-style-type: none"> <li>Ensure all SEN children have equal access to the curriculum</li> </ul>	Continue to provide professional development opportunities for staff to ensure appropriate provision for children, audit of current expertise. training as required (e.g. For Autistic spectrum disorders).	Staff have increased confidence in making provision for children with SEND.	Ongoing	CPD records	As required
<ul style="list-style-type: none"> <li>Improve school procedures to ensure access for all</li> </ul>	<p>Ensure all school productions include wheelchair space as required.</p> <p>Provision is made to accommodate parents/carers with other disabilities or difficulties, where they are known or suspected.</p>	All staff aware of procedures and implement them	Ongoing	<p>Wheelchair users allocated space; other disabled visitors to productions also reserved seating</p> <p>Notices in reception area inform that larger print format is available if requested; help with evacuation from building during alarms is available</p>	No cost
<ul style="list-style-type: none"> <li>Improve access for children with ongoing medical conditions</li> </ul>	<p>Administration of prescription medicine where required (see medicines policy)</p> <p>Health plans and specific care plans drawn up where required.</p>	Children make good progress in line with expectation; disruption to learning is minimised.	Ongoing	<p>Most children completing a course of antibiotics able to attend school; children with specific medical needs are facilitated to attend, including part time if required.</p> <p>Health plans drawn up for children in conjunction with parents/ carers</p>	No cost

	Medical needs Policy in place; Intimate care Policy in place				
<ul style="list-style-type: none"> <li>Provide support for children with behavioural and social/emotional issues to ensure integration into school</li> </ul>	<p>Use of Partnership Pupil Support Service or equivalent where appropriate.</p> <p>Ongoing dialogue with parents/carers to support children.</p> <p>Training for staff (see above)</p>	Children make good progress in line with expectations and disruption to learning is minimised.	Ongoing	Appropriate children have been referred and are being monitored; all staff are aware.	Support Services subscriptions

NB Please refer to our medical policy to see how we support children in school who have longer term medical conditions

## ANNEX B

### Single Equality Scheme Action Plan / Checklist 2019-2022

<b>Identified Actions.</b> <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion</i>							<b>Planned Outcome</b>	<b>Planned Actions</b>	<b>Timescale</b>	<b>To Be Actioned By</b>	<b>Monitored By</b>
<b>R</b>	<b>D</b>	<b>G</b>	<b>SO</b>	<b>A</b>	<b>RB</b>	<b>CC</b>					
	✓					✓	Easy access to the SES for all in our school community.	Raise awareness at: <ul style="list-style-type: none"> <li>• Induction</li> <li>• Staff Team meetings/ INSET</li> <li>• Parents and Open Evenings</li> <li>• School brochure</li> <li>• Website</li> <li>• Ensuring the plan is available in other community places and publications</li> </ul>	Ongoing	Head	P&O Committee
✓	✓	✓	✓	✓	✓	✓	The school to be well governed	<ul style="list-style-type: none"> <li>• Governing Body to have a nominated governor with responsibility for Equality</li> <li>• Governing Body to be representative of the local communities</li> <li>• Terms of Reference reviewed annually with regard to accessibility</li> <li>• Ensure reasonable adjustments are carried out to enable disabled governors to fulfil their role</li> </ul>	Ongoing	Governing Body	Chair of Governors Clerk
✓	✓	✓	✓	✓	✓	✓	Schemes of work to explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	<ul style="list-style-type: none"> <li>• Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping (see PSHE curriculum)</li> <li>• Develop an ethos of celebrating difference</li> <li>• Teacher's planning shows lessons are appropriately differentiated for access to all pupils.</li> </ul>	Ongoing	Head All staff	Head Curriculum leaders Curriculum Committee
	✓						All in the school community to understand the definition of 'Disability'	<ul style="list-style-type: none"> <li>• Ensure included in all documentation for first admissions.</li> <li>• PSHE lesson including disability definition</li> </ul>	End of Autumn Term 2012	Head School Secretary All staff	Head
✓	✓	✓	✓	✓	✓	✓	Children taught about differences – as part of the PSHE curriculum	<ul style="list-style-type: none"> <li>• Specific curriculum time dedicated to teaching children about disability/ difference + Assemblies</li> <li>• Evidence of learning – work scrutiny (PSHE generally delivered in circle time therefore little if any recorded work to scrutinise), HT monitoring, Governor monitoring,</li> <li>• Discussion at meetings.</li> </ul>	Ongoing	All staff	Head PSHE curriculum leader Curriculum

✓	✓	✓	✓	✓	✓		An atmosphere of mutual trust/ respect where persons feel confident about disclosing personal information about themselves (disability, age, religion etc)	<ul style="list-style-type: none"> <li>• Build upon already strong relationships</li> <li>• Ensure full inclusion of all adults and children in our community.</li> <li>• Parental and children’s surveys regularly</li> </ul>	On Going	Head All staff	Head P&O Committee
						✓	Community views sought in a variety of ways – rather than just questionnaires	<p>Ensure views are gathered using a range of methods:</p> <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• meetings</li> <li>• open evenings</li> <li>• verbal response at parent meetings</li> <li>• informal and formal discussions</li> </ul>	Ongoing	Head Governing Body	Head Chair of Governors
✓	✓	✓	✓	✓	✓	✓	School policies to take account of the SES	<ul style="list-style-type: none"> <li>• Regular review of policies and school documentation to ensure they meet any statutory duty and government guidance</li> </ul>	Ongoing	Governing Body	Chair of Governors Committee Chairs
✓	✓	✓	✓	✓	✓	✓	Inform and support children with their learning, encouraging them to reflect on differences.	<ul style="list-style-type: none"> <li>• Invite representatives of Charities which represent minority groups to school to give advice/support and assist with curriculum development.</li> </ul>	Ongoing	All staff	Head P&O Committee
	✓						Availability of written materials in alternative formats.	<ul style="list-style-type: none"> <li>• School makes itself aware of services available through LA for converting written materials into alternative formats.</li> </ul>	Ongoing	School Secretary	Head Committee Chairs
✓	✓	✓	✓	✓	✓		Students able to make life choices without facing prejudice to include homophobic, sexist, racist and gender identity bullying.	<ul style="list-style-type: none"> <li>• Find curriculum opportunities to raise the issue with students,</li> <li>• Counselling perpetrators to understand the impact of their actions.</li> <li>• Deliver all areas of the curriculum including sport, modern foreign languages, DT and ICT to all students with no one group dominating the other.</li> <li>• Ensure the study programme &amp; learning styles employed provide opportunities for all.</li> </ul>	Ongoing	All staff	Head Teachers Curriculum Committee
✓	✓	✓	✓	✓	✓		All students to attain and achieve	<ul style="list-style-type: none"> <li>• Use a range of performance information to analyse progress and attainment for all pupils</li> <li>• Analyse the projected outcomes of students on the G&amp;T register.</li> <li>• Identify strategies to ensure underachieving students are engaged and achieving according to potential.</li> <li>• Monitor effectiveness of intervention strategies</li> </ul>	Ongoing	Head Curriculum leaders All staff	Head Curriculum leaders Governing Body
✓	✓	✓	✓	✓	✓		All staff to be paid in line with agreed pay scales	<ul style="list-style-type: none"> <li>• School works in line with Trust expectation of pay progression.</li> </ul>	Ongoing	Head/ Govns	Head Finance Committee

✓	✓	✓	✓	✓	✓		All appointments to the school or allocation of posts of responsibility to be filled purely on the basis of merit	<ul style="list-style-type: none"> <li>Carry out safe recruitment practices and monitor for bias</li> </ul>	Ongoing	Head	Head P&O Committee
✓	✓	✓	✓	✓	✓		All students to have an equal voice in school decisions	<ul style="list-style-type: none"> <li>School Council – KS2 pupils</li> <li>Ensure appropriate representation when decision making/ consultative groups are set up.</li> <li>Analysis of pupil questionnaires</li> </ul>	Ongoing	Head	Head P&O Committee
✓	✓	✓	✓	✓	✓	✓	All services to be requested based solely on the needs of the school	<ul style="list-style-type: none"> <li>Ensure services are requested without reference/ consideration of bias/ discrimination</li> </ul>	Ongoing	All staff	Head Governing Body
✓	✓	✓	✓	✓	✓		An inclusive school community in which all pupils have equal opportunity to learn.	<ul style="list-style-type: none"> <li>All relevant school policies to be regularly reviewed for their content and effectiveness and updated accordingly, with appropriate focus on accessibility</li> <li>Policy informs school practice</li> <li>Utilise appropriate children's' support services</li> <li>Ensure Pupil Premium is used effectively to provide opportunity for participation by all</li> </ul>	Ongoing	Head Governing Body	Head Committee Chairs
✓	✓	✓	✓	✓	✓	✓	All pupils to have equal opportunity to participate in after school clubs/ extra-curricular activities	<ul style="list-style-type: none"> <li>Monitor the range of extra-curricular activities to ensure any special requirements are accounted for and there is something for everyone</li> <li>Analyse attendance at extra-curricular activities</li> </ul>	Ongoing	All staff	Head P&O Committee
	✓			✓		✓	All areas of the school to be fully accessible to all in our community – including those with hearing, visual and physical disabilities ,	<ul style="list-style-type: none"> <li>3 year premises development plan to identify modifications and fund allocation for changes to enable full disabled access.</li> <li>Address improvements required to physical environment, i.e. signage / car parking / contrasting décor as required</li> </ul>	Ongoing	Head All staff	Head P&O Committee
	✓			✓		✓	Disabled visitors/ parents/ carers to have appropriate access to the school and relevant teaching areas	<ul style="list-style-type: none"> <li>Liaise with disabled visitors/ parents/ carers to agree the most appropriate access</li> <li>Provide appropriate toilet facilities; adequate lighting; access parking; preferential seating when required or assigning a person to support where necessary.</li> </ul>	Ongoing	Head All staff	Head P&O Committee
	✓			✓		✓	Letting organisations to be satisfied that school facilities are suitable for their needs	<ul style="list-style-type: none"> <li>Lettings to be available with reasonable adjustments</li> <li>School contact details to be provided to letting organisations, if required</li> <li>Lettings only to organisations which uphold our ethos (as far as we can ascertain)</li> </ul>	Ongoing	Head School Secretary	Head Premises Committee

	✓			✓		✓	Health & Safety obligations are met and procedures are operated effectively as and when the need arises	<ul style="list-style-type: none"> <li>Develop evacuation procedures to take account of the needs of disabled people, including the deployment of specific members of staff in an emergency.</li> <li>Clear guidance and readily accessible facilities available, compliant with health and safety considerations</li> <li>Health &amp; Safety policy to be reviewed and cross referenced with regard to accessibility</li> </ul>	Ongoing	Head  All staff and governors  Trust estates & facilities manager	Head  P&O Committee
	✓	✓				✓	All parents to have equal opportunity to access all documentation from school (as required in law)	<ul style="list-style-type: none"> <li>All correspondence to be addressed to both parents where appropriate</li> <li>Separated parents receive individual letters</li> <li>Notice to be placed in entrance hall advising that all school correspondence is available in larger print on request</li> <li>Regular use of the term 'Carer' to be inclusive</li> <li>Reference to be made in School Brochure</li> </ul>	Ongoing	School Secretary	Head  P&O Committee
	✓						All children to have equal access to all curriculum areas	<ul style="list-style-type: none"> <li>Provide physically disabled pupils with the largest classroom to ensure they have the best environment for their mobility</li> <li>Any child with mobility difficulties to be taught within suitable teaching areas and as close to toilet provision and communal areas as possible</li> <li>Pupil Premium used to provide opportunities for participation by all</li> <li>Children who require to stay inside in winter in order to attend school to be provided for</li> </ul>	Ongoing	Head	Head  Premises Committee
	✓						Staff and agreed external providers are knowledgeable of pupil's disabilities and needs	<ul style="list-style-type: none"> <li>All staff to be aware that School Office maintain such information on a database</li> <li>External providers to be recruited to ensure they are able to include those with disability, where possible</li> </ul>	Ongoing	All staff  School Secretary	Head
	✓						Disabled staff feel supported and able to effectively fulfil their job requirements.	<ul style="list-style-type: none"> <li>Maintain records of disabled staff</li> <li>Allow disabled staff additional time off for treatment for their condition without penalising them.</li> <li>Head to have regular dialogue with staff to ensure their needs are catered for (included within the Appraisal Process)</li> </ul>	As required	School Secretary  Head	P&O committee
	✓						Disabled pupils feel included and supported from the beginning of their schooling.	<ul style="list-style-type: none"> <li>To have procedures in place for identifying and supporting disabled pupils before they start school</li> <li>Early communication with external health and other relevant agencies to ensure appropriate support systems are put in place</li> <li>Discussions with disabled pupils to elicit their views, as appropriate by age, and helped to access activities that become available if desired</li> </ul>	Ongoing	Head  All staff	Head  P&O Committee
✓	✓	✓	✓	✓	✓	✓	Staff are well supported and confident to deliver a curriculum accessible to all children	<ul style="list-style-type: none"> <li>Staff training to include consideration/ implications towards any disability.</li> <li>Include Single Equalities Plan in staff induction</li> </ul>	Ongoing	Head	Head  P&O

✓	✓	✓	✓	✓	✓		Pupils feel safe, learning in an environment free from bullying, harassment and discrimination	<ul style="list-style-type: none"> <li>• Analysis of pupil questionnaires</li> <li>• Reference included in the curriculum for Personal Social Health Education/ Citizenship</li> <li>• Profile raised by way of school assemblies and other activities as required</li> </ul>	Ongoing	Head  All staff	Committee Head  P&O Committee
✓	✓	✓	✓	✓	✓		Pupils understand the effect and impact of protected characteristics	<ul style="list-style-type: none"> <li>• Staff actively encourage pupils understanding of the impact of protected characteristics</li> <li>• Ensure there are positive images in school books and other materials.</li> <li>• Where possible, introduce appropriate role models into the curriculum.</li> </ul>	Ongoing	All staff	Head  P&O Committee  Curriculum Committee
✓	✓	✓	✓	✓	✓	✓	School trips and visits to be accessible to all pupils	<ul style="list-style-type: none"> <li>• Take disabled pupil's needs into account when making decisions regarding participation in school life.</li> <li>• Ensure appropriate venues are chosen and reasonable adjustments made.</li> <li>• Pupil premium is used effectively to provide opportunities for participation by all</li> </ul>	Ongoing	Head  All staff	Head  P&O Committee
	✓						Disabled children receive support appropriate to their condition	<ul style="list-style-type: none"> <li>• Disabled children and their parents/carers are consulted on how they want the procedure of administration of medication as part of their care plan</li> <li>• Care Plans are put into place for all children with high level health needs which require the regular or specialist administration of medication</li> <li>• Care plans drawn up where required to ensure children with particular health needs can attend school</li> <li>• Staff are trained to provide appropriate care</li> <li>• Children given access to counselling if appropriate</li> </ul>	Ongoing	Head  School Secretary  All staff	Head