

# Thurton Church of England Primary School

## Equality Statement and Objectives

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**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 contents to be explained to you in your language please contact:**

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**We welcome your feedback. If you have any comments please contact us**  
(Include contact details).

## **Foreword**

This plan sets out 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 plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

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. It includes equality information about our school and our equality objectives which are reviewed as part of a four year cycle.

We will agree our objectives by looking at our schools equality data, policies and practice and consulting with our school community.

## **Headteacher, Chair of Governors**

“It is important to us all that we are happy at school, have lots of friends and have lots of opportunities to learn in different ways.”

## **1 Introduction**

### **Introductory Notes**

Our school is a half form entry school in Norfolk.. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data to inform our planning and objectives.

### **Legal Framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation.

Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.

We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

## 2 Our school ethos, values and visions

Our school ethos, values and vision is around 3 words – Enjoy, Achieve, and Believe. All the people within the school community uphold the values of Doing our best, being our best and trying our best.

- We respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation
- We celebrate diversity and use it to improve our outcomes
- We tackle difficulties for individuals as quickly as possible
- We strive to make the best possible provision for all pupils/students
- 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."
- We know that equalities 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
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of our school and wider community and 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.

### **3 Our school within Norfolk's profile**

(Information available from [Norfolk Insight](#))

Norfolk is a rural county with a diverse population of approximately 865,300 (2012).

#### Race

- 7.6% of the Norfolk population are from a minority ethnic group (ONS 2011)
- The latest school census indicates 6.96% of the school population speak English as an additional language.

#### Disability

- In Norfolk, 2.5% of Primary and 3.7 of Secondary pupils have a Statement of Special Educational Needs (2012)
- Based on national data, 6,500 boys and 4,100 girls aged 0-15 are experiencing some form of disability in Norfolk (Disability Rights Commission)

#### Age

- Norfolk has an ageing population – higher than the regional or national average (Norfolk Insight)

#### Gender Reassignment

- Estimates suggest 20 per 100,000 people in the UK although numbers are rising. This would suggest figure of 170 people in Norfolk and if spread across all age groups, there would be approximately 40 aged 0 – 19

#### Sexual Orientation

- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005). No information is available locally for children and young people but in 2006, Childline reported 2725 calls nationally from young people to talk about sexual orientation, homophobia or homophobic bullying.

#### Religion and belief

- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

#### Pregnancy and maternity

- In 2010, there were 487 conceptions to girls under 18. This is above the rate for the East of England but below the overall rate for England

Within the school local community, the large majority of people are white British, of Christian affiliation.

#### **4 Collecting and analysing equality information for pupils at “Good Norfolk School”**

Thurton Primary 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:

Information gathering (pupils)

- 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
- Participation in Sporting events

#### **5 Collecting and analysing equality information for employment and governance at “Good Norfolk School”**

“Good Norfolk School” is committed to providing a working environment free from discrimination, victimisation, and harassment.

“Good Norfolk School” also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

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

Information Gathering (Staff and governors)

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

#### **6 Consultation and involving people**

**Under section 176 of the Education Act 2002 schools are required to have regard to statutory guidance on pupil voice. This is provided by *Working Together: Listening to the voices of children and young people.***

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented. This is how we did it. (Examples listed below)

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Involvement within local community activities
- Survey at local community store for residents to complete
- Focus groups for parents/carers and staff

**In this section you should include a summary of the key points and outcomes arising from the consultation and involvement exercises. You may wish to include all the information as an appendix.**

## **7 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.

For children to understand that outside of Thurton, there is a much more diverse world, a residential is organised to London for 4 days, every second year. All children attend this residential.

## **8 Equality impact assessments**

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions particularly taking into account protected characteristics. Where negative impacts are identified we will 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.

## **9 Other School Policies**

We have used our existing school policies to inform our Equality Scheme/Plan and these include:

- School Development plan
- SEN policy
- Accessibility plan

- Bullying policy
- Pupil Premium

## 10 Roles and Responsibilities

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented. A named governor oversees this work
- Our headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- **The headteacher** has day-to-day responsibility for co-ordinating the implementation of this scheme.
- All staff will
  - Promote an inclusive and collaborative ethos in our school
  - Deal with any prejudice related incidents that may occur
  - Plan and deliver a curricula which reflects our principles.
  - Keep up to date with equalities legislation relevant to our work
- 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 ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## 11 Commissioning and Procurement

“Good Norfolk 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.

## 12 Publicising our scheme

- School website
- Staff and parent newsletter
- Staff induction
- Class assemblies

## 13 Review of Progress

“We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle

- The results of your information gathering activities for race, disability and gender and what you 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 you have achieved in relation to promoting community cohesion

#### **14 Ongoing evolution of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Policy and objectives. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff and governor 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 Example of specific and measurable equality objectives

Indicate here which protected characteristics are covered by your objective: Race (R) Disability (D), Gender Reassignment, (GR), Sexual Orientation (SO), Age (A), Marriage/Civil Partnership (MP), Religion/Belief (RB), Sex (S), Pregnancy/Maternity (PM)									Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	GR	SO	A	MP	RB	S	PM					
x	x	x	x	x	x	x	x	x	All staff will feel confident in responding to prejudice related bullying as demonstrated in the annual staff survey	Raise awareness at team meetings. Commission training	12/15	Headteacher	Governors
x	x	x	x	x	x	x	x	x	Schemes of work address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes evidenced in pupil perception activities	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping	First review published by 01/15	Teachers	Headteacher
x	x	x	x	x	x	x	x	x	To continue the incidence of prejudice related bullying from the current level of none in relation to the protected characteristics	Review reporting system. Training for staff and awareness raising for pupils	06/15	Teachers/Pupils	Headteacher/Governors