



Discover - Value - Celebrate - Praise

**Single Equality Scheme
2022-25**

Formally adopted by the Governing Board/ of:-	Denver VC Primary
On:-	23rd February 2022
Chair of Governors:-	Amanda Dawson
Last updated:-	2018

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 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.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, region and belief, and sexual identity.

L Jones: Headteacher A Dawson: Chair of Governors

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from 2022-2025. 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 Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

We believe that having this Single Equality Scheme 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

Meeting our duties

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

Race equality

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

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

Dealing with racist incidents

Racist incidents are reported in the Racist Incident Book which is kept in the school office and we will report this to NCC as required.

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

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Ensure access to the curriculum for all learners
2. Monitor the physical environment of the school and adapt to change as necessary
3. Ensure written information is 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 **Denver VC School**) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender and gender reassignment

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.

- We expect all staff, children and governors to work together to make our school community safe and cohesive.
- We work closely with our local church to promote cohesion in the local area.
- We teach the children about the global community and support different charities during the course of the school year.

Religion or Belief

This definition is wide enough to cover fringe religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs. It also covers perceived religion or lack of religion. The school's curriculum content is exempt. Schools should continue to deliver a broad, inclusive curriculum to which all pupils are entitled without fear of challenges based on religious views.

Sexual Orientation

Sexual orientation is defined as:

- Orientation towards persons of the opposite sex
- Orientation towards persons of the same sex
- Orientation towards persons of the same sex and the opposite sex

Schools need to:

- Make sure that gay, lesbian and bisexual pupils or the children of gay, lesbian and bisexual parents are not singled out for different or less favourable treatment.
- Ensure that there are no practices which could result in less favourable treatment.
- Ensure that homophobic bullying is taken as seriously as any other bullying.
- Ensure that applications are not deterred on the grounds of sexual orientation.

Pregnancy and maternity

Discrimination of students and staff because of pregnancy or maternity are covered for the first time under this act. It is now unlawful to treat people less favourably because they become pregnant or have recently had a baby.

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, 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 take 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, 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.

Our vision is **to seek to discover and celebrate whatever is good in each individual.**

We aim to achieve this through our values of:

Discover, Value, Celebrate and Praise

Curriculum, teaching and assessment

The diversity of our society is increasingly addressed through our curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

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 values 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 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.

Collecting and analysing equality information for pupils at Denver VC School.

Denver VC Primary 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:

- Numbers or percentages of pupils by gender
- Numbers or percentages of pupils by race
- Numbers or percentages of pupils by nature of disability
- Numbers or percentages of pupils by religion or belief
- Be aware of local and national issues around sexual orientation and gender reassignment
- The attainment, attendance, exclusions and participation data of the groups mentioned above

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

- Not all data collected is separated into race, disability and gender
- Over time, there has been no significant difference in attainment between boys and girls
- Over time, children with special educational needs have generally made expected progress
- Disabled pupils attend/have attended out of school clubs and school visits

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

(As of 20th January 2022) Denver VC Primary School is a village school with 103 children on roll, situated in the village of Denver, just outside of Downham Market. Many of our children live in the villages of our catchment area, although an increasing number now travel into school from outside of our catchment area.

49% of our pupils are male (51 pupils) and 52% are female (52 pupils)

97% our pupils are White British

99% speak English as their main language

12% of children (12 pupils) are eligible for free school meals.

17% (17 pupils) receive funding for Pupil Premium

14% (14 pupils) of children are on the SEN register.

0% of pupils are known to have a disability

We have been mindful of the laws relating to confidentiality when devising this scheme. Although there is a statutory duty to share information about the schools' 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. In this case, the Headteacher and key members of the governing body collect the attainment; attendance, exclusions and participation data of the groups mentioned above but due to low pupil numbers in each group have chosen not to share the data in this document.

Collecting and analysing equality information for employment and governance at Denver VC School.

Denver VC School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Denver VC School also aims to recruit an appropriately qualified workforce and governing body. 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.

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

- Numbers or percentages of staff by gender
- Numbers or percentages of staff by race
- Numbers or percentages of staff by nature of disability
- Numbers or percentages of staff by religion or belief
- Numbers or percentages of staff pregnant or having given birth recently
- Be aware of information given to management about sexual orientation and gender reassignment

We also hold the following profile information for our staff and governors:

- Applicants for employment
- Attendance (including staff training events)
- Disciplinary and grievance cases - if any
- Staff appraisals/performance management

Including Norse employees, there are 22 members of staff.

18% of the workforce is male and 82% is female.

95% of the staff are 'White British'.
No staff have declared a disability
0% of staff are pregnant.
0% of staff is currently on maternity leave

We have been mindful of the laws relating to confidentiality when devising this scheme. Although there is a statutory duty to share information about the schools' 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. In this case it is the Headteacher and key members of the governing body.

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

- Staff data is separated into race, disability and gender
- We now have three male teachers and our music specialist is also male
- We are aware of the Governing Body profile

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.

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. Examples include:

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.

Successes in eliminating unlawful discrimination, harassment or victimisation

- There have been no allegations of discrimination against the school or staff.
- The overwhelming majority of children feel safe in school.
- Parent survey feedback shows that parent feel we keep their children safe in school
- Our school values support the elimination of discrimination
- Collective worship is linked to our values and often covers elements which link to respect rights and differences

Race equality

- A low number of racist incidents are recorded in school
- No racist incidents have been recorded this year
- Our RSHE/PSHE curriculum teaches about differences and the need to respect differences
- Staff are trained in how to recognise and deal with racist incidents

Disability equality

- School is accessible to people with a wide range of disabilities - wheelchair access, disabled toilet area
- All pupils have full access to the curriculum, including visits and physical activities
- Curriculum trips ensure all pupils can access visits and participate
- Changes to the curriculum and support are provided to ensure all pupils have full access to the curriculum at an appropriate level
- Accessibility Plan in place

Gender equality

- Progress and attainment is monitored with regards to gender differences and specific target groups are identified for support and focus in each cohort
- Boys and girls have equal access to the curriculum and after school clubs
- We encouraging less gender stereotyping by offering all activities to all children

Age Equality

- The recruitment of staff does not depend on their age The LA form used for job applications promotes this stance
- The school currently employs staff from their 20s to their 60s.

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.

Denver VC Primary School is keen to ensure that none of its policies and practices disadvantages 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 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.

Roles and Responsibilities

In our school we all take responsibility for promoting equalities.

Governors

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 as well as associated policies.

Headteacher

Our Headteacher is responsible for co-ordinating the implementation of this scheme, and will ensure that the staff are aware of their responsibilities, are given necessary training and support and report progress to the governing body.

The Headteacher will work the staff and governors to ensure that;

- staff recruitment, training opportunities and conditions promote equality and
- 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

Staff

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) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

Pupils

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.

Visitors

We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Other School Policies

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

- School Improvement plan
- Attendance Policy
- SEND policy
- Accessibility Plan
- RSHE Policy
- Bullying and Harassment
- Anti-bullying
- RE Policy

Commissioning and Procurement

Denver VC 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.

Publicising our scheme

- School website

Review

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

- 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 we have achieved in relation to promoting community cohesion

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

Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement 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
- Curriculum Committee monitoring data around pupil progress and attainment for different groups of pupils which includes those children with a special educational need or disability as well as considering gender
- For all job vacancies, governors are included on the short listing and interview panel and therefore can ensure that there is no discrimination in place for new appointments. Governors also see that the correct LA forms are used which support this stance
- Pupil Surveys are undertaken by the school council annually and data from this is collated by the Headteacher for pupils to consider with their classes.

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. (Place a tick to identify which statutory duty/equality legislation the planned action is meeting) 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 policies reflect statutory equalities.	Review as necessary.	Ongoing	Headteacher	Governors.
✓	✓	✓	✓	✓	✓	✓	The governing body to continue to take active steps to be representative of the local communities.	Governors plan for recruitment from under-represented groups.	Ongoing	Governors	Governing Body
✓							Ensure that adult role models are reflective of a range of cultures	Through the staff appointment procedures be aware of the need to promote race equality. Invite a range of visitors to school when possible to promote race awareness Volunteers in school to be representative of local of community	Ongoing	Governors	Governing Body
✓	✓	✓	✓		✓		No instance of bullying relating to race, gender, religion, sexual orientation or disability.	Celebrate diversity and recognising difference in assemblies and throughout the school. Reinforce message set out in School Vision.	Ongoing	All staff and Governors	Governing Body
✓	✓	✓	✓	✓	✓	✓	Review of the curriculum to ensure it explicitly addresses the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas include opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism.	Ongoing	Teachers	Headteacher

							<i>The curriculum will ensure that the interests and learning styles of both boys and girls are catered for.</i>				
			✓				<i>Ensure that the RSHE curriculum recognises diverse family structures</i>	<i>Ensure all staff respond appropriately to questions raised by pupils. Ensure all staff are familiar with new expectations of statutory RSHE curriculum.</i>	<i>Ongoing</i>	<i>Headteacher</i>	<i>Governing Body</i>
	✓						<i>Breakdown barriers to perceptions of disability</i>	<i>Celebrate the achievements of disabled role models nationally and globally. Ensure a range of visitors enable pupils to engage positively with disabilities.</i>		<i>Teachers</i>	<i>Headteacher</i>