

Churchside Federation

Equality & Diversity Policy

Adopted by LGB: June 2016
Reviewed: July 2017

Foreword

Fa. Churchside Federation recognises that the Christian faith is multi-racial and multi-cultural. Although this is a Church of England school we admit pupils of other faiths and from a wide geographical area. Some of our pupils are from ethnic minority backgrounds and some have a range of disabilities.

Fb. Our policy brings together the federation’s approach for promoting equality in our policies, procedures and, most importantly, in our day-to-day practices and interactions with the whole school community.

Fc. Our policy includes our whole federation – pupils, staff, governors, parents and carers as well as all those within our extended school community.

Fd. We regard this policy as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk Children and Young People’s Plan.

Fe. 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.

Ff. Children from our federation have agreed upon equality means to them.

“We think everyone should be treated the same and should be allowed to do the same things, if they want to. You should never push someone away just because they’re different.”

1 What is the Equality & Diversity Policy?

1a. This Equality & Diversity Policy will help the federation to create a fair and just school community that:

- respects diversity

- promotes social inclusion, community cohesion and equality
- promotes, upholds and acts upon the principles of Race Equality, Disability Rights, Gender and Age Equality and Community Cohesion acts on all inequality, harassment and discrimination including bullying in all its many forms

1b. Our policy covers 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.

1c. 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.

1d. Our policy enables us to achieve a framework which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

2. Meeting Our Duties

2a. Under 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.

2b. Dealing With Racist Incidents Involving Pupils and Staff

Racist incidents involving pupils will be reported to the Executive Headteacher and dealt with in accordance with the Behaviour Policy. Incidents will be recorded in the Race Log and detailed in the Behaviour Book. Parents will be informed. Racist incidents are reported to the Local Authority.

Racist incidents involving staff will be dealt with in accordance the LA disciplinary procedures.

2c. 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 people's disabilities, even where that involves treating disabled people more favourably than other people.

2c. 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.

2d. 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 (our former employer) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

2e. Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

2f. 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.

2f. Aspects of Community Cohesion

The federation's principles

For schools the term 'community' has the following dimensions

- Each academy community - the pupils it serves, their parents, guardians and families, the school staff and governing body, and the community users of academies' facilities and services;
- Our academies as part of the parish of St Leonard's Church and St George's Church community.
- The community in which each academy is located - the academy in its geographical community and the people who live and work in that area.

This applies not just to the immediate neighbourhood but also to the city or local authority area within which the school is located;

- The UK community - all schools are by definition part of this community;
- The global community - formed by EU and international links

Community Cohesion was introduced under section 23A(6) of the Education Act 2002, identifying the critical roles schools play in:

- Helping to create cohesive communities
- Breaking down barriers between young people
- Sharing the aims and objectives of tackling discrimination and inequality
- Sharing the aims and objective of closing attainment and achievement gaps
- Developing common values of citizenship based on dialogue, mutual respect, acceptance and diversity.

Examples of some of the ways this is addressed:

- Promotion of each academy as a community both in the curriculum and in the wider school arena such as Collective Worship, Celebration/Sharing Assemblies, Parent Consultation Evenings
- Rigorous scrutiny of pupil performance on an individual and group basis
- School Council
- PTA/The Friends – organisation of community events
- Extended Services, e.g. extra-curricular activities
- Involvement of School in local events, e.g. links with playgroup and church, Cluster schools' and county sporting events
- Taking part in national days of celebration e.g. Children in Need, Comic Relief etc.

In order for children and young people to succeed at school, we must first of all challenge all forms of personal discrimination against individuals, especially those who are perceived as 'different' or outsiders; and any discrimination against any groups of people based on group stereotype. Staff and pupils must constantly challenge any behaviour that violates the rights of individuals and which leads to marginalisation, exclusion and

feelings of powerlessness and worthlessness because of their individual identities, or from other's perceptions of belief systems or organisations to which they belong.

- We aim to be listening schools.
- We shall try to listen to all our community members including pupils, staff, parents and guardians, visitors, wider community members, stakeholders and partners.
- We take seriously all experiences of bullying and hurtful behaviour and invite all our pupils in particular to talk to us about bullying, who is doing it, where it is taking place and what it involves.
- We are a learning organisation, which recognises the contributions of all pupils, staff, parents and other partners to creating a better school, which is supportive, fair, just and free from discrimination.

From here we shall:

- Promote equality by assessing the impact of our policies on different groups within the school community
- Give a high profile to the rights and responsibilities of each individual by promoting human rights, justice and fairness both through the schools' curriculum and wider pastoral and community activities
- Challenge and eradicate discrimination and have a comprehensive policy for dealing with bullying in all its many forms, which demonstrates an understanding of the particular effects accruing from different types of bullying and discrimination: for the victim, the perpetrator and the school community as a whole
- Promote community cohesion, for example involvement in partnership projects (wherever possible) and the use and demonstration of local skills
- Work in partnership and consult with pupils, staff, parents, guardians and the wider community and stakeholders to develop good practice, leading to an agenda of respect, tolerance and fairness within our community
- Review and audit all our equality, diversity and cohesion activities and have an outcomes focus for future activity in the field of equality,

diversity and community cohesion.

2g. Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

3 Our federation values and visions

3a. In meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- To promote the positive values of respect, honesty and kindness so that our pupils play an active and positive role in their community, both now and in their future lives.
- To develop lifelong learning skills within our Christian family school.
- To encourage excellence in everyone, thereby attaining high standards of achievement, and ensure that everyone fulfils their potential.
- To provide a safe, secure, and happy environment in which our pupils thrive.
- To provide creative and enjoyable learning that inspires our pupils.
- To develop collaborative working skills enabling pupils, parents, staff and governors to work effectively together.
- To provide an inclusive nurturing environment that promotes the highest standards of behaviour and positive attitudes.
- To build confidence in our abilities and a sense of self-worth.

3b. The school's ethos is under-pinned by Christian values. It is implicit that we work as a school community to eliminate unlawful discrimination, to promote equal opportunities and good positive attitudes in all areas of school life e.

- a) progress, attainment and assessment;
- b) behaviour, discipline and exclusion

- c) pupils' personal development and pastoral care;
 - d) teaching and learning;
 - e) admission and attendance;
 - f) the curriculum
 - g) staff recruitment and professional development;
 - h) partnership with parents, guardians and the community
 - i) progress, attainment and assessment;
- as well as doing our best to make reasonable adjustments for disability, recognise and celebrate cultural differences and understand the different needs and experiences of boys and girls and their parents and carers.

4. Our school within Norfolk's profile

4a. Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

4b. There are 435 schools in Norfolk, including 12 special schools, 50 secondary schools, 5 pupil referral units and 2 academies.

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages spoken by pupils in the primary phase, and approximately 65 different languages spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)

- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; 4 mosques; 6 Buddhist centres; 2 synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory)

4c. Mundford and Gooderstone Church of England Primary Academies are situated in West Norfolk. The community served by the federation comprises the villages of Mundford, Ickburgh, Cranwich, West Tofts, Lynford, Gooderstone, Foulden and Oxburgh. We are two of eight rurally located primary schools, which belong to the Methwold Cluster and feed into Icen Academy. Owing to our rural location, both schools serve a population which is best described as rurally deprived. Socio-economic deprivation, however, is not a significant issue. A small number of pupils inhabit moderately urbanised areas on the outer edge of the school's catchment area, although rural-urban diversity is not a significant feature of the local population.

4d. Churchside Federation recognise that the Christian faith is multi-racial and multi-cultural. Although this we are both Church of England schools we admit pupils of other faiths and none and from beyond the school's catchment area. Some of our pupils are from ethnic minority backgrounds and some have a range of disabilities. Generational diversity is more of a significant feature for schools within the Methwold Cluster as approximately half of the population is aged 45 years or more.

5. Collecting and analysing equality information for pupils at our academes

Both school are inclusive schools. We use the curriculum and teaching to enhance the self-esteem of all those we serve 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 regarding gender, ethnicity, religion, language, free school meals, special educational needs and each group's attainment. This informs the objectives in our publish Equality Duty and is also included in our School Improvement and Development Plan.

6. Collecting and analysing equality information for employment and governance at our academies

We are committed to providing a working environment free from discrimination, victimisation, and harassment.

We also aim 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 the following profile information for our pupils, staff and governors in line with Local Authority requirements:

- family background information
- Applicants for employment
- Staff
- Governing Body

It is important that when analysing information confidentiality of individuals is maintained. Although there is a statutory duty to share information about the school's single equality policy, we must take care, 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 should only be undertaken by a senior member of the school staff.

7. Roles and Responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this policy and our equality duty.
- The Executive Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- **The Executive Headteacher** has day-to-day responsibility for coordinating the implementation of this policy.
- All staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- All 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.

8. Commissioning and Procurement

Both schools are 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.