



**Norfolk** County Council  
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## The Swallowtail Federation of Church Schools Single Equality Scheme and Plan 2018-2021

**Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.**

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

<b>Last updated:-</b>	<b>September 2018</b>
<b>Next review:-</b>	<b>September 2021</b>

**If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:**

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

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## Foreword

“This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

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

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

We pride ourselves on being a fully inclusive school. Our current work is a continuation of a long established tradition of treating all people equally

**Julie Wones - Headteacher,**  
**Sheila Watts - Chair of Governors**

*‘The progress of disabled pupils and those with special educational needs is good from their very varied starting points. Staff know these pupils very well so they tailor activities to each individual’s needs’. (Catfield Ofsted – Dec 2015)*

*‘Behaviour in lessons is typically polite and kind. Pupils respond well to clearly understood routines and display an infectious enthusiasm for their learning. They move around the small school site in an orderly fashion. Pupils mix together well at break and lunchtime, be it when making energetic use of the play equipment, or simply enjoying each other’s company.’ (Hickling Ofsted – May 2017)*

*‘Disabled pupils and those who have special educational needs also make good progress, because of the well-targeted support they receive for their individual needs. The school is a caring and supportive community. v Pupils’ behaviour is good.’ (Sutton Ofsted – April 2015)*

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

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2010 to 2013**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils, parents/carers and any other people using the school. Our initial Single Equality Scheme (SES) and action plan covers a three-year period from 2010 to 2013, **this was initially reviewed in November 2012 prior to our three schools entering a partnership. This review updates the plan for the next three years 2018-2021 to include the Swallowtail Federation of Church Schools which was formed in September 2013.**

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

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

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

## **2 Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. We aim to educate children on diversity and develop their understanding of the world around them both locally, nationally and globally.

### **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**

Our school explores all incidents of a racial or potentially racial nature by listening to both sides in a dispute and teasing out what exactly was said or done. Once facts have been established then pupils are shown how wrong their behaviour has been and what effect it is likely to have. This enables pupils to understand the seriousness of their words or actions, allowing apologies and recompense to be made within a supportive environment. Details are recorded and filed in the incident folder kept by the Head. Our school realises that when dealing with young children, there will be the need to give children room to understand what is a racial incident and how not to

repeat an error of judgement. Depending on the incident, parents may or may not be informed. Governors are informed of all incidents though details are not revealed. Racist incidents are reported to Norfolk Children's Services.

### **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 "**Good Norfolk School**") considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

### **Transgender**

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

### **Community cohesion**

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

economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

The schools in the Swallowtail Federation are committed to promoting community cohesion. We aim to provide opportunities for children to link with other people or groups of people within our village, within Norfolk, across the UK and globally. Children are taught from a very early age, to value all people regardless of ethnicity, gender religion, belief, age or ability.

### **Age, sexual orientation, religion and belief**

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

## **3 Our school values and visions**

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

**Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.**

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

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

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

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

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

**Catfield C of E Primary School, Hickling C of E Infant School and Sutton C of E Infant School** are community schools which welcome children from all backgrounds. Though we are Church Schools, we value all people whatever their religious beliefs. All the schools are small and in 2018-19 Catfield has 77 on roll, Hickling has 32 and Sutton has 59. Catfield has a high proportion of children with special educational learning needs and/or complex family difficulties with many families from low socio-economic backgrounds. Both Hickling and Sutton have some children with special educational needs with families from a broad range of socio-economic backgrounds. All children learn to support, respect others and to recognise and value their strengths.

#### **5 Collecting and analysing equality information for pupils in the Swallowtail Federation.**

All schools in the Swallowtail Federation are inclusive schools. 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:

- Progress against gender
- Progress against low socio-economic status
- Number and type of racial incidents
- Details on pupil disputes to allow trends and patterns to be identified

- Availability of opportunities against gender
- Availability of opportunities against disability

#### 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 School Council

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

- Continuing to support the achievement of pupils by early intervention, targeted support through the use of Pupil Premium and equality of opportunity.
- Continuing to promote the high achievement of children with SEN or disabilities in the school and track this rigorously to ensure best learning outcomes for all.

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

## **6 Collecting and analysing equality information for employment and governance at the Swallowtail Federation.**

The Swallowtail Federation is committed to providing a working environment free from discrimination, victimisation, and harassment.

The Swallowtail Federation 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

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

- Governing body profile is to be formally recorded
- Staff profile should be recorded for age, gender, disability, religion

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

## **7 Consultation and involving people**

We aim to involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This will help to ensure that the views of potentially disadvantaged groups are fully incorporated in the development of this Scheme and action plan. Examples include:

- Discussions at school council
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities
- Focus groups for staff and Governors

## **8 What we have achieved so far**

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

**Race equality**

No racist incidents have been recorded in school but the PSHE and science curricula offer opportunities to discuss similarities, differences and promote equality.

**Disability equality**

The curriculum, including educational visits, is planned with the disabilities of our current children, staff, parents/carers in mind. However, in an extreme case of a disability which would preclude all others accessing a wide range of activities, we may in the future have to consider all issues carefully.

**Gender equality**

All activities have always been available to all children, staff, parents/carers and Governors regardless of gender. This will continue. The uptake of so called stereotypical activities by our children regardless of gender has reflected the success of our policy.

**Religion**

All members of the school community are treated as equals regardless of their faith or beliefs.

**Age**

We value every person's opinion, regardless of age. For example, we offer opportunities for all children to speak at school council meetings and to contribute to the democratic process of decision making. Similarly, all parents/carers, staff and Governors have a voice and participate in decision making.

**Socio-economic equality**

All of our community stakeholders are included in all activities to eliminate the possibility of discrimination due to social/economic disadvantage. For example every effort is made to support families with finances for funding extra-curricular activities.

Each of the above sections applies equally to people within the wider community who are involved with our school or who use our facilities.

**Teaching, learning and curriculum**

Resources and expertise has been developed to ensure every child has fair and equal access to all aspects of the taught curriculum in school and they receive the maximum provision they are entitled to. The use of additional adults and a wide range of learning resources allows every child to achieve their full potential.

## **Religion or belief**

As all schools in the Swallowtail Federation have a distinctive Christian ethos and are church schools the culture of tolerance and understanding is a foundation for the school life that takes place. Each school has had other faiths represented in the child and adult population who have actively chosen to send their child or to work in a church school for such qualities mentioned.

## **9 Equality impact assessments**

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

Our Federation ethos ensures that we treat all individuals as equal and are non-discriminating. However, in the light of this policy we intend to undertake equality impact assessments on key aspects of school life on a regular basis. Outcomes of these assessments will be reported back to the full Governing Body and may result in changes or amendments to our policy and procedures.

Vulnerable groups, SEND children, gender etc are reported on their academic progress and achievement to the governing body regularly and staff review such groups termly.

## **10 Other School Policies**

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

- School Development Plan 2018-19
- SEN policy – reviewed 2015
- Anti-Bullying Policy – reviewed 2017
- Educational Visits Policy – reviewed 2016
- Behaviour and Discipline – reviewed 2018
- Charging Policy – reviewed 2018
- Safeguarding Policy – reviewed 2018
- Teaching and Learning Policy – reviewed 2017

## **11 Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.

- Our Governing Body will have an Equality Committee which carries out impact assessments regularly, the outcomes of which are reported to the full Governing Body.
- Our headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Head Teacher and lead teachers have day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our Federation pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

## 12 Commissioning and Procurement

The Swallowtail Federation is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

## 13 Publicising our scheme

- School website
- Staff and parent newsletter
- Staff and pupil induction

## 14 Annual Review of Progress

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

- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

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

## 15 Ongoing 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
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

**16 - Single Equality Scheme Action Plan 2012-15 Reviewed 2014-17 Reviewed 2018-2021**

Actions identified should be listed here. (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 staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings School Council	Ongoing	Head Teacher	Headteacher
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local communities	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	Ongoing	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas include within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	Ongoing	Teachers	Headteacher
							Governing body profile is to be formally recorded	Governors given the choice to provide information		Clerk	Chair of Governors
<p><b>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</b></p>											

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either  
**1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).**  
 Place a tick next to the action in respect of which duty it relates to (see example above).  
 For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these.