



Costessey Primary School Equality Statement and Objectives

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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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.

Mrs K Lawson, Principal

As the pupils of CIS and CJS, we want to welcome everybody to our happy and safe school, no matter what their age, gender, disability or race. We also think it is important to work together as a team of active learners, not just in school but in our community too. If you look at our uniform, we believe that ‘Everyone is someone’ at CJS.

Chair of School Council

As the Governors of Costessey Infant and Junior School we are committed to our responsibilities to promote equality of race, disability, gender and opportunity for all, together with promoting community cohesion.

We will continue to work closely with our teachers, support staff and parents to enable the children of our school to be educated in a safe and secure environment where they will learn to become independent, self-reliant and considerate to others.

As we work with the School, Governors will ensure that we comply with our statutory requirements in respect of this Scheme and the Action Plan.

Mr N Watson, Chair of Governing Body

1 Introduction

Introductory Notes

Costessey Primary School are both three form entry schools in Costessey. 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.

(Note: The responsible body is the governing body for maintained schools and the proprietor in the case of Academies or non-maintained special schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)

2 Our school ethos, values and visions

Our School Aims are:

- **To stimulate intellectual growth by encouraging enquiry and a love of learning.**
- **To teach children how to communicate effectively and to provide challenges and opportunities for each child's social, intellectual, emotional and physical development.**

- **To provide equal opportunity for each pupil to achieve their true potential.**
- **To provide for pupils a sensitive and stable community in which to work so every child can have the confidence to develop both as an individual and as a responsible member of society.**
- **To provide a secure and ordered environment in which pupils will be encouraged to respect themselves, others and the environment.**
- **To prepare them to cope with the demands and rapidly changing circumstances of our modern world.**

We aim to stimulate the following attitudes in the children through a wide range of activities and experiences;

- a desire to learn and to take an active part in their own personal development
- an ability to express themselves creatively and use creative thought in solving problems
- a desire to do their best for themselves and for others
- positive behaviour, both in and out of School
- self respect and respect for others, their beliefs, values and property.

We aim to provide an environment which supports pupils in realising these aims by;

- ensuring that the needs of pupils are met through quality professional planning and teaching
- ensuring that all pupils have equal regard and access to the whole curriculum providing a broad, balanced and relevant curriculum within the framework of the National Curriculum together with guidance from the Literacy and Numeracy Strategies, Local Authority and School policies
- meeting, with sensitivity, the pastoral needs of pupils
- providing security for all pupils through positive, fair and consistent discipline.

Equality Ethos and Values

- 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.
- At Costessey Infant School 8% of pupils are from minority ethnic groups.
- At Costessey Junior School 12% of pupils are from minority ethnic groups.
- Figures for both schools are below the published National Primary figure (Raise Online 2015) of 30.7%

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)
- We do not currently have any pupils at Costessey Infant and Junior Schools who have a physical disability.

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

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

Costessey Primary School is of an average size, with approximately 628 pupils on site. Pupils come from a range of economic and social backgrounds. The proportion of pupils from minority ethnic groups and the percentage who speak English as an additional language are relatively low. The percentage of pupils who have learning difficulties and/or disabilities and those with statements of special educational need is in line with the national average.

Costessey Infant and Junior Schools 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:

- Attainment levels
- Attendance levels
- Behaviour
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment

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

- Attendance of GRT is substantially lower than for other pupils.
- We have had 2 racist incidents in the last term at CJS which is higher than in previous terms.

We have used this information to develop our equality objectives which are included in our Action Plan (appendix A)

5 Collecting and analysing equality information for employment and governance at Costessey Primary School.

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

Costessey Infant and Junior Schools 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. As we have less than 150 employees, we do not publish equality information to ensure individuals are not identifiable.

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

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

- Governing body profile is not collected
- Ensure all staff who leave the school are offered formal exit interviews and if requested make sure they are carried out.

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

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.

- Discussions at school council
- Discussions at staff meetings
- Discussions at governing bodies
- Involvement within local community activities

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.

Race equality

A low number of racist incidents were being recorded in school through the training of staff in how to recognise and deal with racist incidents, the school now has a much clearer understanding of the issues and how to deal with them. We now need to eradicate this completely. Attendance and attainment for GRT pupils are improving.

Disability equality

We ensure all pupils are able to go on school trips no matter what their disability. This ensures they are integrated into school community and are able to participate more fully in curriculum activities.

Gender equality

We ensure that all children have the opportunity to take part in a broad range of activities in school including those where 'gender stereotyping' can take place. For example boys are encouraged to take part in food technology and girls take part in sports such as football and rugby.

8 Equality impact assessments

Equality Impact Assessments (EIAs) were introduced with the Race Equality Duty and prior to the Equality Act 2010 had been extended to include race, disability and gender. 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.

The Equality and Human Rights Commission have issued guidance materials which are available on their [website](#). Norfolk have also provided guidance which can be found [here](#).

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 improvement plan
- SEN policy
- Accessibility plan
- Behaviour and Anti-Bullying policy
- Pupil Premium Policy

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. Neil Watson, our Chair of Governors, oversees this work.
- Our Principal is responsible for the implementing the scheme, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.
- Our Principal 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

Costessey 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.

12 Publicising our scheme

- School website
- Staff and parent newsletter
- Staff induction

13 Review of Progress

Schools should comply with the two specific duties which aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

“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 involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement 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 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 | 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 | Spring/Summer 2015 | Teachers | Principal |
| x | x | x | x | x | x | x | x | x | To reduce the incidence of prejudice related incidents from the current level (2 in Aut 15) in relation to the protected characteristics | Review reporting system. Training for staff and awareness raising for pupils | Spring/Summer 2015 | Teachers/Pupils | Principal/Governors |
| x | | | | | | | | | Involvement in supporting GRT community through their home learning project. | Staff to support the local community with this project with the aim of building better relationships with parents from this community. | Spring 2015 | Head of Pastoral Care | Principal/Governors |
| x | x | x | x | x | x | x | x | x | 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 |
| x | x | x | x | x | x | x | x | x | Set up and offer formal exit interviews for all staff who leave the school. | | Ongoing | Principal | Personnel Committee |