

# The Federation Of Angel Road Schools



**HAPPY! HEALTHY! AIMING HIGH!**

## **Equality Statement Scheme and Objectives**

Reviewed and Updated by:  
Full Governing Body  
at the meeting dated 14.12.2017

Approved by the Full Governing Body  
at the meeting dated 14.12.17  
  
(for policies that cannot be fully  
delegated to sub-committees)

Next due for review: December 2018

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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.

**Chris Read, Headteacher, David Elsley, Chair of Governors**

Angel Road schools are community schools. Children, staff, governors, parents and community groups work in partnership to foster a love for learning, celebrate diversity and promote equality and wider opportunities for all. The schools have a caring ethos where everyone feels valued, respected, safe and proud to belong to Angel Road schools.

At Angel Road schools, we treat everyone with respect, dignity and equality regardless of disability, age, ethnicity, culture, religion or beliefs, national origin or status, gender, sexual orientation, gender reassignment and pregnancy or maternity.

**Discrimination of any kind will not be tolerated and will be challenged. If you are discriminated against or witness any discrimination taking place at Angel Road Schools, please**

## **Introduction**

### **Introductory Notes**

Our schools are three form entry. 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

## Our school ethos, values and visions

- 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.

### How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything we do in school. 'Due regard' means that we work and actively encourage the participation in public life of all learners in our school. We recognise our role in promoting community cohesion, and eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and carers to meet our duties under the Equality Act 2010.

We eliminate unlawful discrimination by:

- Our Anti-Bullying and Behaviour policies ensure all children feel safe at school and address prejudicial teasing and bullying
- Reporting, responding to and monitoring racist and homophobic incidents.
- Regularly monitoring the curriculum to ensure learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping
- Teaching styles and expectations giving equal entitlement to success
- Tracking progress to ensure pupils are achieving in line with their capabilities.
- Ensuring all pupils have the opportunity to access extra-curricular provision, school council and after school clubs etc.
- Listening to, and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Dealing promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected by the action we have taken.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- Staff appointments are made with due regard to Equality legislation

### **Our schools 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

#### Our own school's local community profile

|                      |                      |
|----------------------|----------------------|
| <b>Whole cohort</b>  |                      |
| <b>Infant school</b> | <b>Junior school</b> |
| 267                  | 320 pupils           |

| <b>Pupils Special Education Needs (SEND) Provision</b> |                      |                                     |                      |                                     |
|--|----------------------|-------------------------------------|----------------------|-------------------------------------|
|  | <b>Infant school</b> |                                     | <b>Junior school</b> |                                     |
|  | Number of Pupils     | Percentage (%) of school population | Number of pupils     | Percentage (%) of school population |
| No Special Education Need                              | 223 pupils           | 84%                                 | 263 pupils           | 82%                                 |
| Special education needs                                | 44 pupils            | 16%                                 | 57 pupils            | 18%                                 |
| Disability   | *pupils              |                                     | * pupils             | 1%                                  |

#### Infant school

| <b>Ethnicity and Race</b>                                | Total |                                      | Total |
|--|-------|--------------------------------------|-------|
| White British  | 194   | Any other ethnic group               | 5     |
| Bangladeshi  |       | Any other mixed background           | 4     |
| Any Asian background/ white + any other Asian background | 7     | Black or Black British               | 10    |
| White Eastern European                                   | 16    | White and any other black background | 2     |
| Any other white background                               | 26    | No information                       | 1     |

#### Junior school

| <b>Ethnicity and Race</b>                                | Total |                            | Total |
|--|-------|----------------------------|-------|
| White British  | 248   | Any other ethnic group     | 12    |
| Bangladeshi  | 6     | Any other mixed background | 4     |
| Any Asian background/ white + any other Asian background | 9     | Black or Black British     | 6     |
| White Eastern European                                   | 11    | White and any other black  | 8     |

|                            |    |                |  |
|----------------------------|----|----------------|--|
|                            |    | background     |  |
| Any other white background | 16 | No information |  |

| <b>Religion and Belief</b> |                      |                      |
|----------------------------|----------------------|----------------------|
|                            | <b>Infant school</b> | <b>Junior school</b> |
| Buddhist                   | *                    | *                    |
| Christian                  | 49                   | 71                   |
| Hindu                      | *                    | *                    |
| Jewish                     | 0                    | 0                    |
| Muslim                     | 9                    | 11                   |
| Sikh                       | 0                    | 0                    |
| No religion                | 165                  | 208                  |
| Other religion             | 36                   | 26                   |
| Unknown                    | 0                    | 0                    |

| <b>Gender</b>        |                |                      |                |
|----------------------|----------------|----------------------|----------------|
| <b>Infant school</b> |                | <b>Junior School</b> |                |
| Male                 | 125 pupils 47% | Male                 | 167 pupils 52% |
| Female               | 142 pupils 53% | Female               | 153 pupils 48% |

| <b>Pupils with English as another language (EAL)</b>   |                      |                      |
|--|----------------------|----------------------|
|  | <b>Infant school</b> | <b>Junior school</b> |
| Number of pupils who speak English as another language | 66 pupils 25%        | 53 pupils 17%        |

| <b>Looked After Children</b>  |
|---|
| These numbers are very low , the school feels it would be inappropriate to publish this information |

| <b>Young Carers</b>  |                      |
|----------------------|----------------------|
| <b>Infant school</b> | <b>Junior school</b> |
| 3                    | 7                    |

| <b>Pupil premium pupils</b> |                      |
|-----------------------------|----------------------|
| <b>Infant school</b>        | <b>Junior school</b> |
| 72 pupils 27%               | 125 pupils 39%       |

## **Collecting and analysing equality information for pupils at Angel Road Schools**

Angel Road 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/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

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

- **In some areas across the Federation, there is evidence that boys, as a group, make less progress than girls.**

We have used this information to develop our equality objectives which are included in our Action Plan.

## **Collecting and analysing equality information for employment and governance at Angel Road Schools**

Angel Road Schools are committed to providing a working environment free from discrimination, victimisation, and harassment.

Angel Road schools 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:

No issues identified

## **Consultation and involving 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
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions at governing bodies
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities

## **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.

### **Example One: Junior school**

Data analysis for 2013/2014 showed that boys were not performing as well as girls across the school. We reviewed our curriculum and set up FUDGE reading breakfasts to encourage male members of the family to get involved with their child's learning. End of KS2 data for 2014/2015 showed that the % of boys achieving age expected levels for R,W & M combined was above girls and in line with the national average.

### **Example Two: Infant school**

Data analysis for 2013/4 showed EAL pupils achieved in line with their English speaking peers which would indicate above average progress from low starting points.

EAL Admissions form recommended by MAAS being used to collect information about children on entry to school, e.g. home visits in Reception and In Year intake.

## **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. Although you are no longer required to complete an EIA, you must still evidence how, in the development of policies and practice, you have considered equality issues and this is an effecting way of fulfilling this duty.

You may wish to include details of your EIA process in your Single Equalities Scheme or Plan, the process can also inform your equalities objectives.

You should also use the outcomes of the EIAs to inform your equality objectives.

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](#).

**Example:**

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
- Anti - Bullying
- Behaviour policy
- Pupil Premium
- Pay and recruitment policy

## 10 Roles and Responsibilities

**Under this section identify who will be responsible for undertaking action in relation to the specific duties and your equality objectives.**

- 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.
- Our Head teacher 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 curriculum 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

Angel Road 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.

## 12 Publicising our scheme

We will publicise our scheme by including information in our

- School website
- Parent newsletter
- Staff and pupil 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 our information gathering activities for race, disability and gender and what we have done with this information
- 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

## The Federation of Angel Road Schools - Equalities Scheme

Equality objectives for 2017- 2018 and equality objectives and evaluation for 2016 – 2017

### Equality objectives 2017 – 2018

| Objective   | Criteria and rationale  | Actions  | Measures   | Responsibility                        | Outcomes – to be completed autumn 2018 |
|---|---|--|--|---------------------------------------|--|
| Raise attainment for boys   | Despite some discrepancies, most year groups show that girls attain better than boys, particularly in entry to the school.                                      | Targeted teaching and intervention<br>Curriculum design to engage boys<br>Performance management targets relate to attainment gaps   | Gaps narrow in each year group and in statutory tests  | Deputy Heads                          |  |
| Raise attainment for disadvantaged children                         | Despite all groups making good progress, there are attainment gaps through the school, particularly on entry  | Improve school readiness project<br>Target attendance incentives<br>Targeted teaching and intervention<br>Targeted engagement with families  | Gaps narrow in each year group and in statutory tests  | Deputy Heads                          |  |
| Improve support for families with English as an additional language | The school has a growing population of families with English as an additional language. 46% of our intake into Reception have English as an additional language | Provide extra staff training to support language development<br>To increase the range of resources and interventions to support language development<br>Increase our ability to translate school information | Rates of progress for children with English as an additional language are good and attainment rise to diminish any differences. School information is available in different languages | Headteacher<br>Assistant Head (SENCo) |  |
| Improve the value we  | Despite a changing  | Increase our curriculum  | Children are able to   | Headteacher<br>Deputy Heads           |  |

## The Federation of Angel Road Schools - Equalities Scheme

|                                    |  |  |  |                           |  |
|------------------------------------|--|--|--|---------------------------|--|
| place on other faiths and cultures | demographic Norwich remains below the national average in terms of ethnic diversity. | links with other schools, places and cultures. Increase opportunities to discuss and reflect on world events in the curriculum and in assembly | discuss other schools, places, cultures and world events | PSHE and RE subject leads |  |
|------------------------------------|--|--|--|---------------------------|--|

### Equality objectives 2016-2017

| Objective   | Criteria and rationale   | Actions   | Measures   | Responsibility      | Outcomes – completed Spring 2017  |
|---|--|---|--|---------------------|---|
| <b>Continued good rates of progress and attainment for boys</b> | Internal data shows that in a number of year groups, boys are performing less well than girls.   | Provide additional support in the classroom for underachieving pupils. Provide additional intervention work for underachieving pupils. Adapt the curriculum to increase the engagement of boys. Improve engagement of dads and male role models within the school<br>Embed philosophy4children which will enable boys to talk about their feelings and opinions | % of boys achieving expected attainment and progress is in-line with national averages at the end of KS2, KS1, YR1 phonics and end of Reception. | A Whalen<br>L Moody | Gaps remain, with girls out performing boys at the end of EYFS, Year 1 Phonics and Key Stage 1. At the end of Key Stage 2 boys out performed boys. The gaps at Year 1 and Year 2 were narrower than in previous statutory tests for these cohorts, except for Year 1 writing. Progress scores show that all groups are making similar rates of progress. However, because the gaps remain this is a high priority area for the schools. |
| <b>Value other faiths and cultures</b>                          | In school days have been successful,. Developing external links to community groups from other cultures, particularly in our local area, | Continue with multi-cultural days and assemblies.<br>Arrange visits from speakers from other cultures and faiths and strengthen links with Global voice.  | In discussions with staff and governors, children can talk about other cultures and faiths and understand that we live in a multi-               | L Moody<br>A Whalen | Monitoring has shown that children have broadened their understanding of other faiths and cultures. Pupil surveys show that children are happy at school and feel that it is a welcoming environment. Feedback from families  |

## The Federation of Angel Road Schools - Equalities Scheme

|   |  |   |   |  |  |
|---|--|---|---|--|--|
|   | would enhance the pupils appreciation of different faiths and cultures   |   | cultural society.   |  | show that children from other cultures settle quickly into the school. Racism and prejudice are extremely rare.  |
| <b>To increase the level of pupil voice by extending our traditional school council and peer mediators to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not</b> | School council and peer mediators have a position of responsibility and influence across the school and should therefore reflect the characteristics of our cohort and include those children with vulnerable characteristics. | Staff will audit both groups and balance characteristics when positions within the two groups become available. | A register of school council and peer mediators will show a balance of pupils with vulnerable characteristics. All children will therefore have a voice and be represented. | Rosh Bowes-Mulligan<br>Vicky Lubbock<br>C Lyst<br>M Lyon | Records of school council committees (Happy, Health, Aiming High) show a good balance and representation of different groups. Pupil surveys show that children that children feel safe and valued. |