

The Federation Of Angel Road Schools



HAPPY! HEALTHY! AIMING HIGH!

Equality Statement Scheme and Objectives

Reviewed and Updated by:
Lindsay Moody and Alison Whalen
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Approved by the Full Governing Body

Next due for review: February 2020

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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

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 contact the Head teacher, Mr Chris Read.

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.

We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

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' ensures that we work towards 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 898,390 (2017).

Race

- 7.6% of the Norfolk population are from a minority ethnic group (Norfolk Insight)
- The latest school census indicates 31% 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 that is projected to increase at a greater rate than the rest of England.

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

- Christianity remains the main faith in the county. The number of Buddhists, Hindus and Muslims have increased over the past decade. 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

- Teenage conceptions in the county continue to decline and the rate is lower than England. IN 2016/17 80 teenagers became mothers.

Our own school's local community profile

Whole cohort	
Infant school	Junior school
268	339 pupils

Pupils Special Education Needs (SEND) Provision				
	Infant school		Junior school	
	Number of Pupils	Percentage (%) of school population	Number of pupils	Percentage (%) of school population
No Special Education Need	224 pupils	84%	251 pupils	74%
Special education needs	44 pupils	16%	88 pupils	26%
Disability	1 pupils	0%	* pupils	1%

Infant school

Ethnicity and Race	Total		Total
White British	181	Any other ethnic group	9
Bangladeshi	10	Any other mixed background	2
Any Asian background/ white + any other Asian background	10	Black or Black British	13
White Eastern European	14	White and any other black background	9
Any other white background	19	No information	10

Junior school

Ethnicity and Race	Total		Total
White British	237	Any other ethnic group	1
Bangladeshi	9	Any other mixed background	4
Any Asian background/ white + any other Asian background	4	Black or Black British	3
White Eastern European	16	White and any other black background	10
Any other white background	18	No information	7

Religion and Belief		
	Infant school	Junior school
Buddhist	1	2
Christian	42	42
Hindu	1	4
Jewish	0	0
Muslim	16	11
Sikh	2	0

No religion	157	143
Other religion	14	8
Unknown	1	2

Gender			
Infant school		Junior School	
Male	136 pupils 51%	Male	175 pupils 52%
Female	132 pupils 49%	Female	164 pupils 48%

Pupils with English as another language (EAL)		
	Infant school	Junior school
Number of pupils who speak English as another language	84 pupils 31%	80 pupils 24%

Looked After Children
These numbers are very low , the school feels it would be inappropriate to publish this information

Young Carers	
Infant school	Junior school
0	3

Pupil premium pupils	
Infant school	Junior school
50 pupils 19%	116 pupils 34%

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.
- In some areas across the Federation, there is evidence that disadvantaged children as a group, make less progress than non-disadvantaged children nationally.

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
- Trust 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 Trust meetings
- 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 2017/2018 showed that:

- Our disadvantaged pupils made more progress in maths and writing than the National figure for non-disadvantaged pupils.
- In reading, writing, maths combined both girls and boys achieved better than the National average.
- Our EAL children made better than expected progress in writing and maths.

Example Two: Infant school

Data analysis for 2017/8 showed EAL pupils achieved above their English speaking peers which would indicate above average progress from low starting points.

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

A member of staff is deployed to support new arrivals from abroad settle into the school.

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/ Information report
- Accessibility plan
- Anti - Bullying Policy
- Behaviour policy
- Pupil Premium Strategy
- 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 evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution 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 Trust 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
- 'Equality and diversity' is a key strand of our PSHE curriculum.

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Equality objectives for 2018- 2019 and equality objectives and evaluation for 2017 – 2018

Equality objectives 2018 – 2019

Objective	Criteria and rationale	Actions	Measures	Responsibility	Outcomes – to be completed autumn 2018
Raise attainment for boys and girls in key areas across the Federation.	Despite some discrepancies, most year groups show that girls attain better than boys, particularly on entry to the school.	Targeted teaching and intervention Curriculum design to engage boys 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 Target attendance incentives Targeted teaching and intervention 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 To increase the range of resources and interventions to support language development 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 Assistant Head (SENCo)	

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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 on entry to the school.	Targeted teaching and intervention Curriculum design to engage boys Performance management targets relate to attainment gaps	Gaps narrow in each year group and in statutory tests	Deputy Heads	Gaps remain, with girls out performing boys at the end of EYFS, Year 1 Phonics and Key Stage 1. The gaps at Year 1 and Year 2 have narrowed except in writing and maths. 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. At the end of KS2, in R,W and M boys achieved better than the NA (Expected +) In R,W,M combined that gap between girls and boys was the same as the NA.
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 Target attendance incentives Targeted teaching and intervention Targeted engagement with families	Gaps narrow in each year group and in statutory tests	Deputy Heads	Progress scores show that at EYFS, Year 1 and End of KS1 disadvantaged children make strong progress. However, despite very small gaps at the end of EYFS this year, attainment gaps remain so this is a high priority area for the schools. At the end of KS2,our disadvantaged pupils made better than expected progress in W and M. Reading progress and closing attainment gaps remain a focus.
Improve support for families with English as an additional language	The school has a growing population of families with English as an additional	Provide extra staff training to support language development To increase the range of resources	Rates of progress for children with English as an additional language are	Headteacher Assistant Head (SENCo)	Children for whom English is an additional language make good progress across the school. By the End of KS1 EAL children make

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	language. 46% or our intake into Reception have English as an additional language	and interventions to support language development Increase our ability to translate school information	good and attainment rise to diminish any differences. School information is available in different languages.		stronger progress than their peers and achieve more highly. At the end of Key Stage 2, EAL pupils made better than expected progress in R,W and M. Support for families remains a priority to maintain these standards.
Improve the value we place on other faiths and cultures	Despite a changing demographic Norwich remains below the national average in terms of ethnic diversity.	Increase our curriculum links with other schools, places and cultures. Increase opportunities to discuss and reflect on world events in the curriculum and in assembly	Children are able to discuss other schools, places, cultures and world events	Headteacher Deputy Heads PSHE and RE subject leads	Our application to become schools of sanctuary has led to us adopting learning around migration and displacement of people into our curriculum. Our PSHE curriculum covers celebrating difference and this is embedded through our themed days and weeks. Our use of Espresso News maintains a global awareness.