

# The Windmill Primary Federation

**Executive Headteacher:** Ms J. Davis  
**Deputies:** Mr S. Horsley & Mrs R. Ward



## SINGLE EQUALITY SCHEME

This Single Equality Scheme outlines the commitment of the staff, pupils and governors of The Windmill Primary Federation to ensure that equality of opportunity is available to all members of the federation community. For our schools this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils. We strive to celebrate and value the achievements and strengths of all members of the federation community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to our schools
- Visitors to our schools
- Students on placement

We believe that equality at our schools should permeate all aspects of school life and is the responsibility of all members of both the federation and the wider community. Each member of our school communities must feel safe, secure, valued and of equal worth.

At The Windmill Primary Federation, equality is viewed as fundamental if everyone is to be given the opportunity to fulfil their potential - irrespective of: gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age, disability, ethnicity, gender (including issues of maternity and pregnancy), religion and belief, and sexual orientation.

Our scheme reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion. We recognise that 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. In practice, any person acting on behalf of the responsible body – including employees of the schools – 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.*

## **Aims and Values**

At The Windmill Primary Federation, we aim for:

- Engaged and motivated pupils
- Confident, determined individuals
- Successful learners for life
- Responsible citizens
- Challenging thinkers
- Kind and caring friends

We promote:

- Mutual respect
- Equal opportunities for all
- Social, moral, spiritual and cultural awareness
- A safe, secure environment
- A rich, stimulating curriculum
- Raised aspirations

*Working together, the Windmill Primary Federation will nurture Happy Healthy Achievers.*

## **Our Schools within Norfolk's Profile**

- Over a fifth of the Norfolk population is aged 65 and over and one person in ten is aged 75 and over; there are around four people aged 65+ for every three children aged under 16.
- Norfolk's ethnic minority population (defined here as all groups other than White British and White Irish) has risen to an estimated 7.6 per cent (ONS, 2011). The latest school census indicates that 6.7% of the school population speak English as an additional language.
- In Norfolk, 2.5% of Primary 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)
- 6% of the population of Norfolk 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).

## **Our Federation Profile**

The demographic of our schools is varied. West Walton CP School is a single form entry school, while Terrington St John CP School, Tilney St Lawrence CP School and Walpole Highway CP School are smaller schools, which operate with between two and three mixed age classes. We offer a broad and balanced curriculum for all of our pupils and are committed to upholding and promoting equality of opportunity. We know our schools very well and use our understanding and data to inform our planning and objectives.

- Our federation currently has 375 pupils on roll.
- There are 186 boys and 189 girls.
- The ethnic make-up of the federation is: White British (350), Portuguese (3), Turkish (3), Gypsy Roma Traveller (4), Chinese (2), Mixed Background (6) and any other White Background (7).
- The linguistic profile of the federation includes: English, Chinese, Other European (including Portuguese, Turkish and Lithuanian).

- There are currently 4 pupils with a physical disability on our federation roll.
- The federation is physically accessible to all (and an Equality Act Access Audit has been completed to highlight areas of strength and those areas requiring further development at West Walton).
- There are currently 7 looked after children.

**Note:** Information collated using the January 2014 School Census Return

### **Ethos and Atmosphere**

Within The Windmill Primary Federation, leadership promotes mutual respect between all members of each school community and the wider federation community. There is an openness of atmosphere which welcomes everyone to our schools. Within our school communities, everyone will challenge any type of discriminatory and/or bullying behaviour. All pupils are encouraged to greet visitors to our schools with friendliness and respect. The displays around our schools are of a high quality and are monitored to ensure that they reflect the diversity of society. Provision is made to promote the development of the Spiritual, Moral, Social and Cultural (SMSC) needs of all children, through the planning of daily acts of collective worship, classroom based and externally organised activities.

### **Scheme Development**

This scheme applies to the whole federation community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with parents, carers, pupils, staff and Governors, involved with The Windmill Primary Federation.

### **Monitoring of Impact**

The Windmill Primary Federation is fully inclusive and works to ensure equality across all four school communities. We use the curriculum and teaching to enhance the self-esteem of all those the federation serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We make regular assessments of learning and use this information to track pupil progress, as the children at our schools move through their learning journey. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the data suggests that progress is not as good as it should be. The Governing Body receives regularly updated information on both pupil attainment and achievement; the Governing Body is encouraged to fulfil its role as a critical friend, challenging inconsistencies and holding the federation to account.

The performance data of each group of learners is compared to national data and local authority data, to ensure that all pupils are making appropriate progress when compared to all schools, and those schools in similar circumstances to ours.

As well as closely monitoring pupil performance data, we also regularly monitor a range of other information. This relates to:

- Attendance (absence, both authorised and unauthorised)
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities
- Parental involvement

Our rigorous monitoring schedule enables us to identify differences in pupil performance so that we may provide specific support as required, including pastoral support. This allows us to take appropriate action that meets the needs of specific groups in order to make necessary improvements.

## **Teaching and Learning**

We aim to provide all of our pupils with the opportunity to succeed, and to reach the highest level of personal achievement that they are capable of. To do this, teaching and learning will:

- provide equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- use materials to promote a positive image of and attitude towards disability and disabled people;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- use a range of sensitive teaching strategies when exploring different cultural and religious traditions;
- develop pupil skills so that they can detect bias, challenge discrimination, promote justice and equality;
- ensure that the curriculum explores the issues of equality and diversity;
- promote and celebrate the contribution of different cultures to the subject matter;
- seek to engage all parents so that they are able to fully support their child's education;
- provide educational visits and extra-curricular activities that involve all pupil groups;
- take account of the performance of all pupils, when planning future learning opportunities and setting challenging targets;
- make best use of all available resources so that the learning of all groups of pupils is supported;
- identify resources and training to support staff development.

## **Expectations**

Across The Windmill Primary Federation, we have consistently high expectations of our pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to build upon their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Learning is promoted through:

- teacher enthusiasm, a vital factor in achieving a high level of motivation and good results from all pupils;
- adults in our schools, who are positive role models when tackling issues related to equality of opportunity;
- provision that is made for pupils with special educational needs and/or a disability;
- tailored learning opportunities that meet the needs of all pupils, including the more able;
- the provision of an environment in which pupils have equal access to all facilities and resources;
- encouragement of pupils to be actively involved in their own learning;
- the use of a range of teaching methods to ensure that effective learning takes place for all pupils;
- the consideration that is given to the physical learning environment (internal and external, including displays and signage).

## **Curriculum**

Within planning across time, we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity;
- pupils have opportunities to explore concepts and issues relating to identity and equality;
- steps are taken so that all pupils have access to the National Curriculum; taking into account individual cultural backgrounds, linguistic needs and learning styles;
- all pupils have access to rewards which recognise attainment and achievement and promote progress.

## **Resources and Materials**

The provision of good quality resources and materials is a high priority at The Windmill Primary Federation. Careful consideration is given to the nature of the resources purchased. They are chosen because they:

- reflect the reality of an ethnically, culturally and sexually diverse society;
- reflect a variety of viewpoints;
- show positive images of males and females within society;
- do not promote stereotypical views of members of society;
- are accessible to all members of the school community.

### **Use of Language**

We recognise that it is important for all members of our federation community to use language which:

- creates and enhances positive images of diverse groups within society;
- creates the conditions for all people to develop their self-esteem;
- uses accurate terminology when referring to particular groups or individuals and challenges in instances where this is not the case;
- does not offend;
- does not transmit or confirm stereotypes.

### **Extended Learning Opportunities**

It is the policy of The Windmill Primary Federation to ensure that all children have equal access to all activities from an early age. We undertake a responsibility to make sure that all contributors to extended learning opportunities (e.g. sports coaches and volunteers) are aware of the federation's commitment to equality of opportunity. This policy is shared with all staff, who engage with our schools, and reasonable measures are taken to ensure that they adhere to the message presented within this policy.

### **Provision for Bilingual Pupils**

Across The Windmill Primary Federation, we make appropriate provision for all pupils where English is not their first language. This is to ensure full access and engagement with the National Curriculum. These groups may include:

- pupils for whom English is an additional language;
- pupils who are new to the United Kingdom;
- Gypsy Roma and Traveller children;
- advanced bi-lingual learners.

### **Staffing and Staff Development**

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

We aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We recognise the need for positive role models and the distribution of responsibility among staff. For this reason, we promote:

- access to a balance of male and female staff where possible;
- continuous professional development of staff across our schools;
- training and development, which will increase awareness of the needs of different groups of pupils;

We collect and analyse the following information for our 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

### **Staff Recruitment**

All involved in recruitment and selection are aware of the need to avoid discrimination, so that equality of opportunity is promoted. Across The Windmill Primary Federation, employment policy and procedures are reviewed to make sure they conform to current legislation.

Following recruitment, the equality scheme and routine practices are covered within the induction of each newly appointed: governor, volunteer or staff member. This best practice includes temporary staff.

***Note:** there are instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.*

### **Partnerships with the Wider Community**

We work with all parents and carers so that every child has the opportunity to achieve their full potential. All parents/carers are encouraged to participate in the full life of each school within the federation, while members of the local community are encouraged to join in with activities promoted for the wider community.

### **Consultation and Involving People**

We involved pupils, staff, governors, parents and carers, and our wider federation community when creating this scheme to ensure that their views were represented. This was achieved through:

- discussion with our school councils;
- contact with parent/carers;
- staff surveys;
- discussions at staff meetings;
- discussion at a meeting with the full governing body;
- discussion with representatives from across The Windmill Primary Federation;
- full engagement with an Equality Act Audit;
- involvement with local community activities;
- focus groups for parents/carers and staff.

### **Equality Impact Assessments**

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 address these and make sure equity of service is offered 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.

### **Links with Other Policies**

We have used existing policies to inform this Single Equality Scheme and these include:

- the School Improvement Plan;
- the Special Educational Needs Policy;
- the school Accessibility plan;
- the Anti-Bullying Policy;
- the Behaviour Policy.

### **Roles and responsibilities**

Our Governing Body will ensure that the schools that form The Windmill Primary Federation comply with statutory requirements in respect of this scheme. The Executive Headteacher is responsible for the implementation and co-ordination of this scheme, and will ensure that all staff are aware of their responsibilities, coordinating necessary training and support and reporting progress to the Governing Body.

Our staff will:

- promote an inclusive and collaborative ethos throughout our schools;
- deal with any prejudice related incidents that may occur;
- plan and deliver a curriculum which reflects our principles;
- maintain a good level of awareness of equality issues.

All members of the federation community, including the pupils, have a responsibility to treat each other with respect and to speak out if they witness or are subject to any inappropriate language or behaviour. This is so that all members of our school communities feel safe, secure and valued.

We will take steps to ensure that all visitors to The Windmill Primary Federation adhere to our commitment to equality and measures will be taken to address any issues or concerns that may arise.

### **Commissioning and Procurement**

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

### **Review of Progress**

We will continue to review annually the actions that we have taken to enable us to meet our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four year cycle. Evaluated outcomes may include:

- results from information gathering activities for race, disability and gender and what has been done with this information;
- the outcomes of involvement activities from minority groups;
- an update of the progress made against the equality objectives;
- an update of the progress made against priorities;
- celebration of what has been achieved in relation to promoting community cohesion.

This scheme will be monitored and evaluated by the Executive Headteacher and Governing Body for its impact on pupils, staff, parents and carers from the different groups that make up The Windmill Primary Federation.

This scheme will be reviewed annually.

**Review date:** December 2016