



Cramlington Village Primary School Equality Policy



“Empowering everyone to achieve”

Policy Title	Equality
Policies that inter-relate	
Legal and Statutory documents linked	Equality Act October 2010
Governor Committee responsibility	Finance and HR
Date of last review	Autumn 2015
Reviewer name and position	Education Committee
Date of next review	Autumn 2019
Date approved by Governors	October 2015
Audit file updated (date and name)	October 2015



Single Equality Scheme Statement

Rationale

CVPS is committed to tackling discrimination and promoting equality of opportunity and good relations. The ethos encourages everyone to treat everyone else with equal respect, whatever their faith, origin or ability.

Introduction

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act provides a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2

The Act includes a specific Public Sector Equality Duty commenced on 6th April 2011 and applies to all state schools, giving them legal responsibilities to demonstrate that they are taking action on equality in policy making, the delivery of services and public sector employment. The duty requires public bodies to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations. The Duty covers eight protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.



Public bodies are required to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality. The provisions of the Equality Act mean that harassing someone or treating them less favourably because of the age, disability, gender (including gender reassignment), ethnicity, sexual orientation or age of someone that they are associated with is unlawful. It will also be possible for a third party to bring a claim of harassment related to age, gender, disability, sexual orientation, religion, ethnicity or gender re-assignment even if they were not the subject or recipient of the actions of behaviour.

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform the School Development Plan and this will enable CVPS to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and sets out the commitment of CVPS to promote race disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. The Equality Action Plan will bring together all existing work as well as enabling CVPS to introduce developments. The equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.



What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender whether staff, governors, students, parents / carers or visitors. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Cramlington Village Primary School is an inclusive school and all activities conducted at or by the school would be affected by this policy.

This Scheme applies to

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors



Profile of CVPS

This section outlines some information about the location of CVPS with supporting demographic and socioeconomic contextual data. The data provides a context in which the vision and values of CVPS specifically operate.

A brief description of CVPs and its community setting

Cramlington Village Primary School is a free school with provision for over 200 pupils. The school shares a site with Little Angels Nursery, which is a small privately owned nursery operating in the North East of England. The school opened in 2012 and provides inclusive and well equipped facilities for all users; both school communities work closely together in our fully-integrated and extensively refurbished school building.

CVPS is situated in a rural area on the east side of Cramlington. It has an extremely varied catchment, consisting of families with differing backgrounds situations and incomes. This diverse socio-economic catchment is recognised as one of it's strengths.

Whilst many of the pupils live within the Cramlington town catchment area, there are a number of pupils from locations across the south east of Northumberland, North Tyneside and Newcastle.

CVPS has strong links with many places in the local community which support the development of the children. There is an extremely supportive and active PTA which raises funds for the school and also provides links between home and school through numerous events. CVPS also offers after school clubs providing child care for the majority of term time.

Attainment on entry:

Socio-economic background:

The proportion of pupils supported through school action is above average. Also, an above average proportion of pupils are eligible for pupil premium funding.

- 16% SEN
- 28% FSM 6 (Free School Meals ever)
- Percentage of FSM has decreased in the previous year.



- 5.4% of pupils from minority ethnic groups (this has increased by 2.8% from last year).



Distinctive aims:

CVPS aims are summarized in the vision statement: “Empowering everyone to achieve”.

The individual aims are to:

- Facilitate children to realise and achieve their fullest potential through individualised planning which is based upon children’s interests and prior achievements.
- Ensure that every child can be successful.
- Enable children to learn through first hand predominantly practical experiences.
- Promote life skills.
- Provide inspirational teaching and learning experiences.
- Make a positive difference to all children.
- Instil a sense of respect and kindness between all children and adults so that they can work cooperatively.
- Support children to look for the best in themselves and others.
- Build upon the experiences and knowledge children already have by providing a carefully structured curriculum.
- Ensure that all children’s needs are met through a diverse and inclusive curriculum regardless of their gender, ability or cultural background.
- Work together with parents to create a strong partnership.
- Create a safe and stimulating environment which promotes the confidence of children to become independent learners.



School Characteristics

Characteristic	Number	Breakdown
Number of pupils	113	57.4% girls: 42.6% boys
Number of Teaching staff	17	16 female 1 male No declared disabled staff
Number of Support Staff	10	10 female No declared disabled staff
Number of Governors	12	7 female 5 male No declared disabled governors.
Religious Character		Non-denominational
Attainment on Entry	13.6	
School Stability	83.9%	.
Pupils eligible for FSM	34.1%	
Deprivation Factor (IMD)	0.24	
Proportion of pupils from a minority ethnic background	5.4%	Data from RAISEonline 2015.
Proportion of pupils whose first language not/believed to be English	3.6%	Data from RAISEonline 2015.
Proportion of pupils who have statements of SEN/AEN	0	
Average attendance rate	96.8%	The attendance is in the top 40% of all schools
Significant partnerships, community services, extended provision, special units		Buy in support such as library services from North Tyneside and Gateshead Councils.
Awards, accreditations, specialist status		Good School (Ofsted) and Eco Schools Award. Currently working towards many different awards for the school.



Northumberland County Profile

Located on the north east coast, north of Newcastle upon Tyne, Northumberland is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, affordable housing, and improving urban and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

Our 2012 Residents Perception Survey shows that 75% of residents are satisfied with their local area as a place to live and 74% feel they belong to their local area.

According to the 2011 Census, Northumberland's population stands at roughly 316,000. This is a 2.8% increase since the last census.

Some key statistics about our current population:

- 48.8% are male, 51.2% female
- 78% of residents assessed their general health as good or very good
- 17% are aged under 16
- 20% are aged over 65
- 68.6% are Christian (0.3% are Muslim and 0.2% are Buddhist)
- 23.9% have no religion
- 98% of residents belong to the white ethnic group

After Christianity, the next most popular religions are Muslim and Buddhism. These are extremely low however – accounting for less than 1% combined.

Northumberland only falls into the 50 most deprived local authorities for employment scale (number of people employment deprived) and is ranked 42nd most deprived, within the most deprived 20% of local authorities in the country. This is an improvement from 2010 when Northumberland was ranked 29th.

The income scale (number of people income deprived) is the only other measure where Northumberland is ranked in the 100 most deprived local authorities; ranked 51st most deprived (within the most deprived 20% of local authorities in England).



Average earnings in Northumberland are £465.20 per week. Northumberland's resident's earnings are higher than the North East average (£451) but lower than England (£508). The county has an employment rate of 68% with 12% of the working age population on out of employment benefits.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2012 Residents' Survey show that 58% think their area is a place where people from different backgrounds get on well together; and 36% agree that people in their community pull together to help improve their local area. We feel this is a strong foundation but are keen to improve on both of these figures.



CVPS Equality Policy in Practice

Aims and Objectives

The Governing Body of Cramlington Village Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, visitors and community users of the premises, irrespective of race, gender, disability, faith or religion, sexual orientation, age and socio-economic background.

This is achieved by working in line with Northumberland County Council Equality, Diversity and Human Rights Strategy. Human Resources policies and guidance and model policies where appropriate. The school's existing Disability Equality, Race Equality and Gender Equality policies form part of this overarching Equality Policy.

All current school practices and policies are assessed as they are reviewed, and all necessary resulting actions in relation to ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age will be implemented.

Community cohesion is promoted at school, local, national and global levels, providing comparisons with the local and national context, and all necessary actions in relation to ethnicity, religion or belief and socio-economic background will be implemented. (Please see the Community Cohesion Policy)

Roles and Responsibilities

The Governors are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- ensuring the school complies with the relevant legislation
- ensuring the school's equality policy and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Principal is responsible for:

- ensuring steps are taken to address the school's stated equality objectives



- ensuring the equality, access and community cohesion plans are readily available and that the governors, staff pupils, and their parents and guardians know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents/carers and visitors to the school
- taking overall responsibility for dealing with reports of prejudice-related incidents
- reporting racist incidents to the Governors and the Local Authority on an annual basis

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice related incidents
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities

Visitors and contractors are responsible for:

- following relevant school policy

Practice

In addition to the specific actions stated in the individual equality plans the school operates equality of practice in the following ways:



- use of contextual data to improve the ways individuals and groups of pupils are supported and to identify any gaps in provision
- ensuring equality of access for all pupils and preparing them for life in a diverse society
- using materials that reflect the diversity of the school population and the local community in terms of race, gender, disability, ethnic and socio-economic background, without stereotyping
- promoting attitudes and values that challenge racist and other discriminatory behaviour or prejudice
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- seeking to involve all parents in supporting their child's education
- including teaching and learning approaches appropriate for the whole school population
- ensuring all activities, including after-school activities, are open to all, making reasonable adjustments where appropriate
- CVPS adheres to recruitment and selection processes which are fair, equitable and in line with statutory duties and Northumberland County Council guidelines.
- ensuring all staff receive annual performance reviews (Performance Management policy)
- training and development opportunities are available to all staff, subject to budget constraints

Conducting Equality Impact Assessments

Equality Impact Assessment templates will be used to monitoring the potential impact of school policies and practice in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age. (Appendix 1). Policies will be annotated accordingly.

Choosing Equality Objectives

The equality objective-setting process will involve gathering evidence as follows:

- From equality impact assessments as above
- From parental questionnaires



Monitoring and Reviewing

The single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and CVPS's equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision making.

The Principal/Leadership Team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.



Appendix 1

Cramlington Village Primary School

Single Equality Action Plan 2015-2016

This action plan supports the Single Equality and Diversity Policy and should also be read in association with our Community Cohesion Policy and action plan:

Generic Action Points				
Action	By Whom?	When?	Monitoring and Evaluation	Success Criteria
Teachers planning will provide opportunities for all pupils to take part and achieve	All staff	On-going	Principal and Class teachers	All children will have access to a curriculum in which they can take part, achieve and reach their full potential. Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils.
Tracking analysis identifies groups and monitors progress in line with the school averages.	Class room teachers	Termly	Principal	All children making appropriate progress. Evidence of 'closing the gap' in attainment and progress.
Monitor attendance data to ensure that trends do not indicate any group is attending less than any other.	Principal and office staff	Termly	Principal and Governing body.	All children will regularly attend school and be on time.



Monitor behaviour response (rewards & sanctions given) to ensure equality for all children.	Vice Principal	Termly	Principal and Governing Body	All children will receive appropriate responses for their behaviour and performance. No group is adversely targeted.
Monitor staff recruitment and retention to ensure equal opportunities.	Business Support Team	Annually	Governing Body – Finance and HR Committee	All applicants have an equal chance of regarding employment in the school.
Monitor promotion procedures to ensure equal opportunities.	Business Support Team	Annually	Governing Body – Finance and HR Committee	All staff have equal access to promotion within school.
Monitor staff grievance and competency procedures to ensure equal process.	Business Support Team	Annually	Governing Body – Finance and HR Committee	All staff receive an equal process regarding sanctions within school.
Ensure all parents are encouraged to participate in the education of their children and the life of the school	All staff	On-going	Principal and Governing Body	Parents involved in co-educating their children, celebrating equality and diversity and promoting good practice.

Disability Action Points				
Action	By Whom?	When?	Monitoring and Evaluation	Success Criteria
Ensure that when someone joins the school, we receive all access needs.	All staff when receiving new children.	When joining school.	All staff and governors.	Access needs of all attending, working and visiting will be met.



	Office staff when receiving visitors.			
List of those with special dietary needs.	Kitchen and office staff.	Termly In place	Principal and Governing Body	Everyone has access to school meals that they can eat and enjoy.
List of children who have special medical or toileting needs.	Appropriate teaching staff	Termly In place	Principal and Governing Body	Children with medical or toileting needs have specific provision in place so they receive equal access to the curriculum.
Ensure that all school visits are made accessible to all pupils.	Vice Principal	On-going	Principal and Governing Body	All children will have equal access to educational visits.
Information about school site and facilities is easily available	Business Support Team	On-going	Principal and Governing Body	Visitors can access information through readily accessible forms.

Gender Action Points				
Action	By Whom?	When?	Monitoring and Evaluation	Success Criteria
Equal opportunities in the curriculum for boy/girl participation	Teaching staff	On-going	Principal and Vice Principal	All children will have equal access to the curriculum regardless of their gender.



Extra-curricular activities to promote ideal that anyone can participate regardless of gender	Principal and teaching staff	On-going	Principal and Vice Principal	A range of activities are available which are appealing to both boys and girls. No activity is gender restrictive.
Challenge stereotyping of gender roles in society.	All staff	On-going	Governing Body	Children aware that roles in society are not gender specific.

Other Equality Issues				
Action	By Whom?	When?	Monitoring and Evaluation	Success Criteria
Create opportunities for children in the school to share their faiths and beliefs at an appropriate level.	All staff	Ongoing	Principal and Governing Body	Children understand that people have different faiths and beliefs and that this diversity is to be celebrated.
Build in opportunities to learn about different practices and celebrations of other faiths and cultures.	Teaching staff	Ongoing	Principal and Governing Body	Children can talk about relevant key festivals and practices of different faiths and cultures.