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| Approved By | Full Governing Body |
| Approved Date | November 2024 |
| Chair of Trustees | Diane Bainbridge |
| Review Date | Autumn 2025 |
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Equality & Diversity Policy

Introduction:

The 2010 Equalities Act place a duty on all public authorities when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between all persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of persons that is related to their disability, race or gender
- Promote positive attitudes towards all persons
- Encourage participation by all persons in public life, and
- Take steps to take account of persons disabilities, race or gender even where that involves treating persons more favourably than their peers

This Equality Scheme sets out the ways in which the Watton Federation of schools will meet their general and specific duties.

The Watton Federation of schools fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

The Watton Federation of schools endorse the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The Access Plan of Clarion Corvus Trust already lays out the plans to ensure access for disabled pupils in line with the planning duties in the Special Educational Needs and Disability Act 2001.

The Watton Federation of schools are committed to equal opportunities in every area of school life. The Watton Federation of schools recognises the importance of equality for all pupils, parents and staff. The Watton Federation of schools will continue to build on its good practice.

Involving stakeholders:

The Watton Federation of schools will involve people in the development of this scheme by gathering information through:

Consulting parents via the school newsletter.

Consulting members of the local community via the Parish magazine or questionnaires to other users of the school.

Eliciting the views of all pupils.

Discussions at School Council meeting.

Talking to staff.

Seeking the advice of appropriate stakeholders or representative bodies.

The recruitment of employees:

The Watton Federation of schools feels that it is important to ensure that policies and practices meet the legal responsibilities of Equality Duty and will continue to collate data and evidence.

Development and retention of employees:

In order to develop and retain employees at The Watton Federation of schools it is important that we ensure the satisfaction of employees with the arrangements made for them including access to the staff room, provision of specialist equipment, arrangements to enable attendance at medical appointments etc.

Educational opportunities available to pupils:

We try to ensure that all pupils regardless of ability, race or gender are given the same opportunities or offered equivalent opportunities, adapted where necessary, to meet individual educational needs and aspirations.

Achievements of pupils:

All pupils are given the opportunity to achieve their best regardless of disability, race or gender. Data analysis always ensures that regard is given to the performance of identified groups of pupils. (See comparative data and SEF.)

The information gathering detailed will enable The Watton Federation of schools to review the effectiveness of the action plans.

Specific duties

Race Equalities

The Watton Federation of schools have a duty to:

- Promote good relations between people from different racial groups
- Promote equal opportunities
- Eliminate unlawful racial discrimination

In addition to informing the parents, schools will need to record and notify the governing body and local authority of any racist incident. Inspectors may also check governing body minutes to ensure that a report on this has been considered at least once a year.

Gender Equalities

The gender equality duty requires The Watton Federation of schools to:

- Promote gender equality
- Eliminate sex discrimination
- Eliminate transgender and gender reassignment discrimination

Inspectors will be looking at the curriculum to consider how it promotes gender equality and whether the school monitors discrimination in access to sports facilities, trips and educational visits, out-of-hours provision etc.

Disability Equalities

All learners with learning difficulties (LDD) are included within the remit of the Disability Equality Duty. It applies to any child who, under the Code of Practice, requires any different or additional provision. This means that it is unlawful to discriminate in respect of:

- Admissions
- Provision of education and services
- Exclusions

Inspectors will be seeking to ensure that the school has 'due regard' for:

- Eliminating discrimination
- Eliminating harassment of disabled people
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people
- Taking steps to meet their needs, even if this means they receive more favourable treatment

Other Equalities:

Religion/Belief

Pregnancy and maternity

Sexual Orientation

Age

The Watton Federation of schools recognises the potential for discrimination in the above areas and we will endeavour to ensure that this does not arise but in the event that discrimination is observed/reported we will work to eliminate it.

Impact assessment

The schools are keen to ensure that none of its policies and practices disadvantage people because of disability, race or gender.



All policies are reviewed regularly and governors will be responsible for ensuring that no person is disadvantaged by the schools policies and practices.

Following consultation The Watton Federation of schools will consider the impact of policies and practices on people in the following areas:

All school visits take into account the needs of pupils.

We ensure that the lunchtime arrangements do not put pupils at a disadvantage.

Homework arrangements do not disadvantage pupils.

Classroom organisation is always investigated to ensure pupils are not treated less favourably.

Arrangements for Sports Day take into account the needs of disabled pupils and parents.

Curriculum delivery of the Arts should ensure that all children are included.

The purchasing of books and software are impact assessed to ensure the fair representation of people in relation to race, gender and disability.

Consideration is given when reviewing the school dress code and uniform.

The recruitment procedures do not in any way discourage applications.

School performances are accessible for visitors with mobility difficulties.

The current arrangements for parental consultations consider the needs of disabled parents.

The Governing Body is open to governors of all abilities.

The Watton Federation of schools will review the Disability, Race and Gender Equality Policy at least annually. We shall report on the steps taken to fulfil the plans, detail the information gathered, and report how that information is influencing future planning.

The Disability, Race and Gender Equality Schemes of The Watton Federation of schools are available from the school and can be provided in alternative formats on request.

See action plans attached

NOTES:



The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorders, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

| Action Plan to Support Disability Equality Policy | | | | | |
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| Outcome | Aspect of duty | Action | When | Who | Measure |
| Disabled toilet maintained for fitness of purpose | Promote equality of opportunity. Take steps to take account of person's disabilities. | To ensure that equipment is serviced and that room remains in good state of decoration. | Annually | Hoist Service agents | Disabled students/parents report that toilet is fit for purpose. |
| Eliminating any negative attitude amongst pupil population. | Promote positive attitudes. Eliminate any harassment of disabled persons. | Use the social and emotional aspects of learning to raise the issue with pupils. Take part in anti-bullying week. | Review Annually | PSHE co-ordinator. All teaching staff and Teacher Assistants. | Pupils report no harassment or incident has been worked through with successful outcome. |
| Lunchtime and club arrangements do not disadvantage disabled students. | Promote equality of opportunity. | Discuss with disabled pupils/parents to raise issues and then address them. | Regularly as part of policy review. | SENCO and teaching Assistant Team. | Disabled pupils report satisfaction with lunchtime arrangements. |
| Library books, resources | Promote equal opportunity. | To ensure that the reading materials and resources provided portray disability in a positive light and include examples of pupils with disability. | Review annually. | SENCO Teachers Teacher assistants Norfolk Children's Book Centre Sensory Support Service | There is a balance of resources which include children with disabilities. |
| Classroom resources ensure that disabled pupils are not treated less favourably. | Eliminate discrimination. | Analysis of resources required by students. | When pupil arrives at the school and then termly. | SENCO, Teaching Assistants and Support Services. Sensory Support Service Parents. | Classroom resources enable full access to the curriculum. |
| Disabled pupils can access physical activities and drama | Eliminate discrimination. | Review current provision, plan for increased provision. | Prior to and on arrival at school then annually. | SENCO Teaching Assistants. Support services. | Students taking part in physical activities and drama. |

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| Safe exit procedures in case of fire alarm. | Take account of disabled person's disabilities. | Review emergency procedures and amend. Provide Personal Exit plan | Annually. | Health and Safety Officer and governor | Procedures work properly. |
| Disabled pupils able to take on positions of responsibility i.e. School council, Eco-Rangers, Playground Buddies. | Encourage participation in public life. | Review opportunities and match to pupils. | When positions are advertised and pupils are elected. | School Council. Teachers. | Disabled students taking on responsibility. |
| Provision to include greater inclusion of disabled parents. | Encourage participation in public life. | Register the fact of the parent's/carer's disability. Ensure that we reach out to disabled parents to encourage participation. | Prior to key events. Review annually. | Headteacher Teachers. | Log of parental involvement. |
| Disabled staff feel well provided for in terms of special arrangements. | Take steps to take account of disabilities even where it means treating more favourably. | Consult with staff who are disabled and then ask them whether arrangements could be improved. | Annually | Line Manager | Disabled staff report satisfaction with arrangements. |
| Use of appropriate language | To ensure that appropriate language is used so as not to cause offence or embarrassment | Ensure that staff are aware of the need to use appropriate language i.e. 'wheel chair user' not 'wheel chair dependent.' And 'pad' not 'nappy' | At all times | All staff | Disabled pupils are not embarrassed or offended. |
| All pupils to be included in curriculum delivery of Sport and The Arts | Promote equality of opportunity. | Activities are differentiated to enable all pupils to access the curriculum | At all times | Headteacher and all teaching staff involved in planning an delivery | No pupil is excluded from an area of curriculum delivery. |

Action Plan to Support Gender Equality Policy

| Outcome | Aspect of duty | Action | When | Who | Measure |
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| Toilets maintained for fitness of purpose | Promote equality of opportunity. Take steps | To ensure that equipment is services and that room remains | Annually | Caretaking staff | Students/parents/staff report that toilet is fit for purpose. |

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| | to take account of person's gender. | in good state of decoration. | | | |
| Eliminating any negative attitude amongst pupil population. | Promote positive attitudes. Eliminate any harassment of disabled persons. | Use the Promoting Alternative Thinking Strategies programme (PATHS) to raise the issue with pupils. Take part in anti-bullying week. | Review Annually | PSHE co-ordinator. All teaching staff and Teacher Assistants. | Pupils report no harassment or incident has been worked through with successful outcome. |
| Lunchtime and club arrangements do not disadvantage students. | Promote equality of opportunity. | Discuss with pupils/parents to raise issues and then address them. | Regularly as part of policy review. | SENCO and teaching Assistant Team. | Pupils report satisfaction with lunchtime/extra curricular arrangements. |
| Library books, resources | Promote equal opportunity. | To ensure that the reading materials and resources provided portray gender in a positive light and include a balance of books and resources that appeal to boys and girls. | Review annually. | SENCO Teachers Teacher assistants | There is a balance of resources which appeal to all pupils |
| Classroom resources ensure that groups of pupils are not treated less favourably. | Eliminate discrimination. | Analysis of resources required by students. | When pupil arrives at the school and then termly. | SENCO, Teaching Assistants and Support Services. Parents. | Classroom resources enable full access to the curriculum. |
| All pupils able to take on positions of responsibility i.e. School council, Eco-Rangers, Playground Buddies. | Encourage participation in public life. | Review opportunities and match to pupils. | When positions are advertised and pupils are elected. | School Council. Teachers. | Boys and girls taking on responsibility. |
| Provision to include greater inclusion of fathers. | Encourage participation in public life. | Ensure that we reach out to all parents to encourage participation. | Prior to key events. Review annually. | Headteacher Teachers. | Log of parental involvement. |

| Action Plan to Support Race Equality Policy | | | | | |
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| Outcome | Aspect of duty | Action | When | Who | Measure |
| Eliminating any negative attitude amongst pupil population. | Promote positive attitudes. Eliminate any harassment. | Use the PATHS programme (Promoting Alternative Thinking Strategies) to raise the issue with pupils. Take part in anti-bullying week. | Review annually | PSHE co-ordinator. All teaching staff and Teacher Assistants. | Pupils report no harassment or incident has been worked through with successful outcome. |
| School to promote a greater positive focus on other cultures and living faiths. | Promote positive attitudes. | To continue links with third world Country. Organise visits and visitors. Create programme for next 5 years. | From the start of this school improvement and development plan | All teaching staff are responsible. | Annual evaluation. |
| Lunchtime and club arrangements do not disadvantage students. | Promote equality of opportunity. | Discuss with pupils/parents to raise issues and then address them. | Regularly as part of policy review. | Headteacher, teachers and teaching Assistant Team. | Pupils report satisfaction with lunchtime arrangements. |
| Library books, resources | Promote equal opportunity. | To ensure that the reading materials and resources portray race in a positive light and include examples of pupils of different ethnic origin. | Review annually. | Headteacher Teachers Teacher assistants Library Service | There is a balance of resources which include children of different ethnic origin. . |
| Classroom resources ensure that groups of pupils are not treated less favourably. | Eliminate discrimination. | Observation of classroom practice. | When pupil arrives at the school and then termly. | Teachers, Teaching Assistants and Support Services. Parents. | Classroom resources enable full access to the curriculum. |
| All pupils able to take on positions of responsibility i.e. School council, Eco-Rangers, Playground Buddies. | Encourage participation in public life. | Review opportunities for pupils. | When positions are advertised and pupils are elected. | School Council. Teachers. | All pupils having the same opportunity to take on responsibility. |

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| Ensure that parents are aware of our anti-discriminatory practice and that there should be no discrimination amongst parents | Promote our anti-discriminatory practice through brochures, bulletins and signs. | Ensure that information is displayed clearly | Review annually. | Headteacher Teachers. | No incidents reported. Parents well informed. |
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Please also read:

- Anti-racist Policy
- Anti bullying Policy
- First Aid Policy
- Supporting Pupils with Medical conditions
- Children with Health Needs who cannot attend school