

Sproston Community High School



Single Equality Scheme

Action Plan 2015 - 2017

Ratified by governors: September 2016

Review: September 2017

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

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If you have any comments about our Scheme please contact us.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact Rachel Williams or Debbie Moore on 01603 223676 and we will do our best to help.



Foreword

This Single Equality Scheme brings together 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 scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving the five outcomes of the Every Child Matters framework and the objectives of the Norfolk's Children and Young People's Plan. It is also an important strand of our commitment to the Equalities Agenda as set out in The Equalities Act 2010. The Equality Act 2010 introduced a Public Sector Equality Duty on public bodies including schools which extends to all protected characteristics. These are:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Maternity
- Gender reassignment

As a school we are committed to the aims of this Act and will continue to use school policies and practices to ensure that we:

- ❖ **Eliminate discrimination and other conduct prohibited by the Act**
- ❖ **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- ❖ **Foster good relations across all characteristics- between people who share a characteristic and people who do not share it**

In addition, we are committed to meeting our Specific Duties. The Specific Duties will require us to publish information demonstrating how we are meeting the aims of the general duty, and to prepare and publish equality objectives

We acknowledge that 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.

Andrew John

Headteacher

1 What is the Single Equality Scheme and Action Plan?

We have produced our Single Equality Scheme and Action Plan that covers a one-year period from **2015-2016**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the new legislation laid out in the Equalities Act 2010, relating to religion or belief, sexual orientation, age, and maternity and includes our priorities and actions to eliminate discrimination and harassment and to promote equality of opportunity and good relationships.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2 Meeting our duties

The School has a public sector duty towards all stakeholders who possess protected characteristics. This includes students, staff, parents and carers and other community users of the school facilities.

The protected characteristics are:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Maternity
- Gender reassignment

As a school we have a duty to use our work with young people and their families to:

- Eliminate discrimination and other prohibited conduct such as harassment
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics- between people who share a characteristic and people who do not share it

The general duty to promote disability equality is owed to all disabled people where disability is defined as ***“physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”***. This means that we must have due regard to:

- 1.Promote equality of opportunity between disabled people and other people
- 2.Eliminate unlawful discrimination
- 3.Eliminate disability- related harassment
- 4.Promote positive attitudes towards disabled people
- 5.Encourage participation by disabled people in public life
- 6.Take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favorably than other people.

Accessibility

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

- 1.Increase access to the curriculum
- 2.Make improvements to the physical environment of the school to increase access;
- 3.Make written information accessible to students in a range of different ways

Schools are expected to make reasonable adjustments to ensure that disabled students are not at a disadvantage when it comes to physical access and access to the curriculum/services of the school. What is reasonable will be influenced by issues of cost and practicality however there is an expectation that we will try to ensure that disabled students can play as full a part as possible in school life and the reasonable adjustment will support this.

Meeting our Duties

We intend to meet these public sector duties by:

- (1) Making the delivery of a strong and effective Personal Development (PD) curriculum a priority within school
- (2) Ensuring that the Equalities Agenda is high profile and alive, through Assemblies, form time provision, external visits and guests to the school
- (3) Ensuring that curriculum mapping routinely maps out how and where the curriculum takes opportunities to celebrate equality and diversity and to inform students about the multicultural, changing world in which they live
- (4) Involving all stakeholders in reviewing our work on Equalities such that it is driven from within. This will include the Equalities student group as well as staff and parent working parties
- (5) Encouraging our students to be active citizens who take positive action to understand and improve the lives of others
- (6) Ensuring that we are fully compliant with all legislation in relation to Equalities including recruitment and accessibility laws
- (7) Working fully and co-operatively with all external agencies where this will support the learning and progress of our students and/or allow us to make a fuller contribution to the equalities agenda.

- (8) Maintaining clear and transparent behavior and anti-bullying policies that show robust handling of all equalities related bullying and unacceptable behaviour. Data on all incidents is routinely recorded and shared with stakeholders, including the Governing body.

3 Our school values and visions

In meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provision for all students/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- 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."** This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be are 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, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to 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.

4 Our school within Norfolk's profile

Norfolk's population was an estimated 862,300 in mid-2010, an increase of 63,700 since mid-2001 (8 per cent), the same as the East of England average. Population

density in 2010 was 1.61 people per hectare, the seventh lowest of the 27 English shire counties.

In the twelve months to mid-2010 the County's population increase was around 8,900 people. In terms of broad age groups, numbers of children stayed the same, working age adults (15-64) and older people (aged 65 and over) each increased by over 4,000.

Compared with England, Norfolk has maintained a relatively older age profile, with higher proportions of people aged 55-59 and over and lower proportions in the 45-49 and younger age groups. 21.4 per cent of Norfolk's population are aged 65 and over, as against 16.5 per cent in England, and 10.3 per cent aged 75 and over compared with 7.9 per cent nationally.

Norfolk is a rural county. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

The County's ethnic composition has changed significantly since the 2001 Census recorded a minority ethnic population of 30,000 (3.8 per cent of the total). By mid-2009 this is estimated to have risen to 80,000 (9.4 per cent). Similarly, numbers in ethnic groups other than White rose from 1.5 per cent of the population in 2001 to around 5.7 per cent in 2009.

In Norfolk:

- 8.3% of Norfolk's students are from a minority ethnic group
- 6.1% of the Norfolk population are from a minority ethnic group
- Over 100 different languages spoken by students in the primary phase, and approximately 65 different languages spoken by students in the secondary phase
- 3.5% of students within Norfolk schools have a Statement of Special Educational Needs
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population 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)

5 Collecting and analysing equality information for students at Sprowston Community High School

Sprowston Community High School is an inclusive school. 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 students/students:

- Attainment and Progress Data (6 tracking points per year)
- Attendance levels
- Conduct points (behaviour data)
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment (BIL 1 and BIL2 logging forms)
- Participation in the Student Voice
- Choice of options selected
- Qualitative views on issues such as behaviour and safety and teaching and learning in school

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

- Over representation of SEN students with attendance and behaviour concerns, particularly where the identified special educational need under the Code of Practice is Social, Emotional and Mental Health
- Under-performance of SEND students in KS4, particularly where the SEND need is linked to social, emotional and mental health issues and correlates with lower attendance, higher than average behaviour points and low academic ability based on KS2 starting points
- Increasing number of students with English as an Additional Language, including a number of refugees who have very little English at time of arrival. Whilst academic tracking data shows that EAL students most often have very high attitudes to learning and perform beyond their target levels, there remain some concerns that those with the least English on arrival have found accessibility of the curriculum more challenging and there have been some very isolated cases of cultural tensions where miscommunications have occurred.
- As our reputation as an inclusive school has grown, we have attracted an increasing number of students with highly complex physical disabilities that will require both physical site adjustment and adjustment of provision and curriculum. We have also been the school of choice for a number of students with complex SEND needs linked to ASD and ADD diagnoses
- A number of complex cases have raised questions about the extent to which staff are able to understand and respond to the needs of students with ASD and ADHD. This has led to staff training and a larger focus on student specific management plans and advice
- In the last few years, students have been a lot more engaged in LGBT+ issues and we have seen huge developments in the understanding and tolerance of LGBT issues. As a result homophobic bullying has decreased. This academic year, we have seen an increasing number of students wishing to identify as gender neutral or as transgender. This has raised questions about how we meet the needs of these students in line with the Equalities Act
- There has been a rise in Islamophobia incidents in response to terrorist incidents. This has raised a need to support potentially vulnerable students and to educate students against prejudiced attitudes and associated discriminatory behaviours such as name calling

- We have had no need, as yet, to refer any cases to the Channel Panel in response to the new Prevent Duty

These actions have been prioritised over the three year life span of our scheme and have been included in our Action Plan, as shown in Section 16.

6 Collecting and analysing equality information for employment and governance at Sprowston Community High School

Sprowston Community High School is committed to providing a working environment free from discrimination, victimisation, and harassment.

Sprowston Community High School 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:

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

7 Consultation and involving people

We have involved students, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan.

- Discussions with the Equalities group
- Student voice panels, including specific SEND panels
- Contact with parent/carers including surveys and parent focus groups
- Discussions at staff meetings
- Discussions with trade union representatives
- Discussions at governing body meetings
- Discussions within cluster groups including cluster SENCO meeting
- Contact with local community groups, including diverse groups, such as disability groups, SEND parent partnership and Norfolk LGBT+
- Involvement within local community activities
- Focus groups for parents/carers and staff

8 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.

Race equality

A relatively low number of racist incidents are recorded in school. This number has fallen progressively over the last 2 years. All stakeholders are aware, through training, assemblies and PD lessons, what constitutes racism and the fact that any words or actions perceived to be racist by the victim must be recorded as racist and followed up appropriately. We are now confident that racist incidents are robustly recorded and followed up, with students themselves taking a lead on reporting incidents. Every year we routinely celebrate Black History Month as a school and subjects such as History, PD, Humanities, RS and English, all include units of work that relate to themes of prejudice and discrimination.

In September 2015 we appointed a Head of SMSC, British Values, Personal Development and Student Voice/Leadership. Within this scope, one of her roles is to map out opportunities to celebrate cultural and ethnic diversity and to make link with other communities which have are more multi-cultural than Norfolk. This work will be supported by a new Head of RS who will be in post from September 2016.

This high quality and on-going work of PD/Humanities /teaching colleagues and Pastoral teams ensures that there are now very low levels of prejudice and discrimination. Where incidents do occur, they most often stem from ignorance and poor use of language than deliberate malice. Nonetheless, this gives us a further area of focus.

We continue to robustly track the academic performance of students from ethnic backgrounds other than White British. This data continues to confirm that there is no negative achievement gap. On the contrary, as a group this vulnerable group appears to perform beyond expectations, with achievement being supported by high attendance rates, excellent attitudes to learning and generally low levels of poor behaviour. There are, of course, some exceptions and these students are supported individually and their performance tracked. There is no endemic evidence of any barriers to learning or engagement.

Disability equality

Historically some students were unable to attend some school visits due to limited access to suitable transport and staffing limitations. An adjustment to the school minibus ensures that school trips are now fully accessible for all students. We have also ensured that SEND colleagues are available to support SEND students on school trips thus allowing them the 1:1 support that they require to enable attendance. We have developed good links with the UEA for SEND adapted sports events and these have become an integral part of our curriculum offer. Students now feel more integrated into school community and are able to participate more fully in curriculum activities.

Until September 2015, the SEND provision was based in the Learning Zone- an external classroom based away from the main school site. It was felt that this “separatism” sent the wrong message and we wanted SEND students to feel more included within the heart of the school. Since 2016, SEND has been based in the ARC, a suite of purpose built high quality classrooms in the heart of the school. In addition, the Deputy Head teacher has been appointed to SENCO thus raising the profile of SEND and ensuring that it’s leadership and management is effective and central to all strategic and operational decision making.

The admission into school of a number of students with very complex needs and disabilities has acted as a good challenge for us. We have shown tenacity and flexibility in ensuring that we make reasonable adjustments to ensure that these students have full access to the curriculum and the same learning experience as other young people. We have made physical, staffing and curriculum adjustments to ensure this access has been in place. The school environment has been adjusted to ensure that it is accessible to disabled users and that there are appropriate toilet and wet room facilities. From September 2016, there will be a re-organisation of classrooms to ensure that all faculties have access to ground floor classroom so that we can meet the needs of wheelchair users.

In the last 2 years we have used Autism Awareness Week to raise stakeholder awareness of autism. This has proved a useful model for sharing knowledge, understanding and tolerance and is a model that we will use further. We have developed more rigorous systems for sharing student specific information and advice for teaching and support colleagues so as to best meet the specific needs of the student.

We have routinely celebrated Mental Health Awareness Week with our stakeholders and been open and honest about issues relating to mental health. From September 2016, we have opened and run a specific “base” for students experiencing social, emotional and mental health issues that act as a barrier to attendance, achievement and well-being. Compass is run by a highly trained member of staff who offers both 1:1 support to students and small group work. In addition, there is a learning area staffed by our LSA team so that students who cannot access mainstream classrooms can be supported to still learn and achieve.

We have changed our admission form so we now can more clearly identify those students who have a disability so that we can more routinely track their progress and ensure that they have full access to all in school opportunities.

We work closely with partnership support to ensure that we are inclusive and accessible to all parents and carers who have a disability. We ensure that we accommodate wheel chair users and have used signers to allow parents with hearing impairments to access whole school information events. We have worked closely with Sensory Support and Occupational Therapists to ensure that the physical layout of the school buildings, and the furniture, meet the needs of specific students.

Gender equality

A few years ago some gender stereotyping was evident in the selection of options by students. This has been addressed by good quality work related learning information and opportunities for students and their parents/carers to visit workshops in different subjects. Whilst this has not totally eroded gender bias for certain subjects, there is a sense in which students feel that they are free to make choices which are best for them without fear of prejudice or discrimination.

Analysis of extra-curricular involvement from the Arts, PE and Citizenship shows there is no gender bias, with both girls and boys participating in activities from across these 3 areas. The PE department now offers girls Football, Rugby and Basketball in response to demand from the girls for these courses.

Sexual orientation equality

In 2011 student questionnaires showed that there were some perceptions by students that issues relating to sexual orientation were not talked about. Students felt that this sent an unhelpful signal and did not offer some students the support they needed.

Since then we have comprehensively challenged this perception and continue to take huge pride in our work to support LGBT students and their families.

Since 2011, all year groups (7-13) have had assemblies about LGBT+ issues and we routinely celebrate National LGBT History Month and International Day Against Homophobia and Transphobia with students every year, carrying out assemblies and flying the rainbow flag. Teaching and support staff have had access to training sessions on challenging homophobic prejudice since September 2011. We are continuing to work in this area and work in partnership with Stonewall as Stonewall Champions. As part of this, we have used the FIT resource in PD lessons to raise student awareness of issues of homophobia and prejudice. There has been a clear and transparent plan to incorporate LGBT issues into the taught curriculum for PD and Humanities- for example within the Sex Education programme.

Students have access to a wide range of literature and staff support around issues relating to sexual identity. We have, since 2011, had a Homophobic Incident Book and a zero tolerance approach to homophobic language such as “this is gay”. Students know feel that sexuality issues are openly and honestly talked about and that the school is fully inclusive to all students and extended family members regardless of their sexual orientation.

10 Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include:

- School Common Aims Plan
- Accessibility plan
- Racist incident policy

- Anti Bullying policy
- Behaviour Policy
- SEN Policy
- Whistle blowing policy
- Dignity at Work policy

11 Roles and Responsibilities

- The Governing Body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- The Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Deputy Head has day-to-day responsibility for co-ordinating the implementation of this scheme.
- All teaching and support staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our students 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 take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

Sprowston Community High School is 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.

13 Publicising our scheme

We have publicised our scheme in the following ways:

- School website
- With students through assemblies, PSHE/Citizenship lessons and student voice opportunities and discussions

14 Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme every 3 years and Action Plan annually.

15 Ongoing evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- Regular Review by the Equalities Student and Staff group
- A regular item at staff meetings, staff briefings and in weekly staff bulletins
- 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 students and give the opportunity for feedback.

Single Equality Scheme Action Plan 2015-17

| Place a tick to identify which statutory duty/equality legislation the planned action is meeting) R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion | | | | | | | Planned Outcome | Planned Actions | Timescale | To be auctioned by | Success Criteria (Evidence) | Monitored By | Which General Duty does this meet? |
|---|---|---|----|---|-----|----|--|--|--------------------------------------|--------------------|---|-------------------|--|
| R | D | G | SO | A | R/B | CC | | | | | | | |
| * | * | * | * | * | * | * | Maintain whole school awareness of the Equalities Agenda and the Equalities Act 2010 | <ul style="list-style-type: none"> Staff information sharing (briefings/booklets/CPD) Identify and maintain group Equalities Group to Champion Equalities Maintain whole school assemblies on Equalities at least once per term Nominate an Equalities Governor to work with the school. Ensure that Equalities is a regular agenda item at the Governor's Achievement meeting, focussing on provision and outcomes for identified groups | September 2015 September 2016 | WL/Governor | All stakeholders understand the requirements of the Equalities Act 2010 and their responsibilities within this 1.Accurate reporting of incidents 2.Working Parties in place and making an active contribution to the equalities agenda 3. Student/Parent surveys show improved perceptions | WL/Governing Body | Eliminate discrimination and other conduct prohibited by the Act. Advance equality of opportunity between people who share a protected characteristic and people who do not share it Foster good relations across all characteristics-between people who share a characteristic and people who do not share it |

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| | * | | | | | <p>To ensure that we fully meet the needs of all disabled students and their families including: physical, emotional, social and academic needs</p> | <ul style="list-style-type: none"> • Compile and share with teaching and support staff a comprehensive list of students/parents/careers with disabilities • Ensure that Student Profiles and needs assessments are in place for all students and shared with relevant stakeholders • Review of Accessibility Plan • Put in place identified physical changes required- eg to glass work; purchase specific chairs for students with splints • Ensure that students with disabilities are flagged within SEN achievement analysis and progress closely | September 2016 | WL/ SIMS | <p>A clear data base is available for all year groups identifying students with disabilities and the nature of the disability</p> <p>Students with disabilities are included in termly vulnerable group analyses</p> <p>Physical adjustments to the site and to provision are made. Staff are fully aware and compliant with these changes</p> | WL/CW/Governing Body | <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> |
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| | | | | | | | | <p>monitored</p> <ul style="list-style-type: none"> • Ensure that we regularly and sensitively gauge the wishes and feeling of disabled students so that we can respond to any identified barriers. • Opening of COMPASS to meet the needs of SEMH students more robustly • Bid to the High Needs Block for support in working with students and families with complex SEMH issues | | | | | |
| * | * | * | * | * | * | * | To maintain and update our accessibility plan (as published on the website) | <ul style="list-style-type: none"> • Work with CW and premises staff to ensure physical accessibility for disabled students and parents/carers • On-going work with Parent Focus groups | September - February 2015 | WL/JT/LPPA | <p>A physical accessibility plan is in place and published</p> <p>The LPPA process allows an audit of</p> | WL/JT | Advance equality of opportunity between people who share a protected characteristic |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|--|--|------------------------------|--------------|---|----|--|
| | | | | | | | | to look at ways for making the school more accessible in all senses- including written communication and organisation and attendance of Parents Evenings | | | current accessibility and an action plan is developed to target improvements | | and people who do not share it |
| * | * | * | * | * | * | * | To continue to track the performance of groups of students with protected characteristics and to narrow any negative performance gaps that may exist | <ul style="list-style-type: none"> • Use of SIMS and vulnerable group analysis • Publish vulnerable group analysis and action plans for narrowing gaps • Use relevant intervention strategies for individual students and groups of students • Identify and address any common barriers to progress, whether these be physical, emotional or curriculum barriers | On-going from September 2015 | | Vulnerable Group Analysis is in place. Any gaps in the academic performance of students with protected characteristics are narrowing over time | | Advance equality of opportunity between people who share a protected characteristic and people who do not share it |
| * | * | * | * | * | * | * | To maintain the high profile whole school stance against all prejudice and | <ul style="list-style-type: none"> • Re sign up to be Stonewall Champions and publicise (now expired) • Re launch whole | September-December 2015 | WL Governors | There is a clear whole school approach/policy in relation to supporting the needs of | WL | Eliminate discrimination and other conduct prohibited by the Act |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|---|--|----|---|
| | | | | | | | discrimination, particularly race, gender, sexual orientation. Religion) | <p>school approach to challenging homophobia-including staff twilights, student assemblies</p> <ul style="list-style-type: none"> • Identify group of students to champion for equalities • Execute a curriculum map for Equality, Diversity and Safety • Review system for recording and monitoring all bullying incidents • Appoint new Equalities Group for staff and students | <p>April 2016/re launch Sept 2016</p> <p>July 2016</p> <p>April 2016</p> <p>April 2016/Sept 2016</p> | <p>WL</p> <p>BL</p> <p>WL</p> <p>WL</p> | students with protected characteristics | | <p>Foster good relations across all characteristics between people who share a characteristic and people who do not share it</p> |
| * | * | * | * | * | * | * | To carry out a curriculum map to establish the extent to which the curriculum challenges discrimination and promotes equalities | <ul style="list-style-type: none"> • Identify where SOW and offer opportunities • Student interviews • Audit of extra curricular activities that promote equalities | July- October 2016 | BL/WL | There is a clear mapping document in place for publication to stakeholders | WL | <p>Eliminate discrimination and other conduct prohibited by the Act</p> <p>Foster good relations across all characteristics between people who share a characteristic</p> |

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|---|---|--|--|--|--|--|
| | | | | | | | | coherent EAL policy <ul style="list-style-type: none"> • Develop a provision map for EAL within SEND delivery • Investigate how technologies can be used to promote EAL engagement and language acquisition | July 2016 September 2016 September 2016 | | | | | and in social situations. To promote integration and belonging |
|--|--|--|--|--|--|--|--|---|---|--|--|--|--|--|

Appendix A

Sprowston Community High School Procedure for dealing with racist incidents

Students need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti racist stand-point and regard for diversity issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

The school aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive student behaviour

All staff promoting positive attitudes, language and behaviour amongst students at all times in and outside the classroom.

Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.

Development of diversity issues and equal opportunities as cross-curricular themes in teaching.

In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials.

Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the school community of a student's cultural practices which cause the students to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.

5. Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

Students will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.

Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.

MSAs to be told to report to teaching staff on duty anything they may observe which might constitute racist abuse.

Action

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impact of her or his behaviour.

The incident will be recorded in the racist incident log which is held by the Head's Personal Assistant.

The designated senior member of staff (Deputy Headteacher) will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all students involved; victims and perpetrators.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (SBM) must inform the Local Authority.