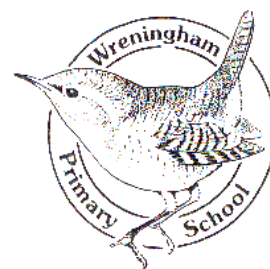


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And Promoting the Welfare of children



Wreningham VC Primary School

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Our vision is that all children, parents, staff and governors work together so everyone feels safe, confident and happy, keen to learn and able to achieve their very best within our Christian community.

Single Equality & Disability Plan

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

Reviewed Spring Term 2025

Next Review Date: Spring Term 2028

Adopted by the Governing Body: 29/1/25

This single equality scheme sets out the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. As a Church School we place particular emphasis on the value of the individual.

This Single Equality & Disability Plan contains information on;

- how we ensure equality in everything we do
- tackling instances of discrimination
- roles and responsibilities
- review and progress
- our action plan

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community and is consistent with our motto 'Together Everyone Achieves More.' 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. It includes equality information about our school and our equality objectives which are reviewed as part of a four-year cycle.

We will agree our objectives by looking at our school's equality data, policies and practice and consulting with our school community.

We regard this scheme as being essential for achieving our vision statement: *Our vision is that all children, parents, staff and governors work together so everyone feels safe, confident and happy, keen to learn and able to achieve their very best within our Christian community.*

Reviewed 29/1/25

Next Review Date Spring Term 2028

‘It is important for us all to be treated equally and not judged who we are by the colour of our skin’ **School Council**

Introduction

Our school is a one form entry school in Wrenningham, South Norfolk. We offer a broad and balanced curriculum for all our pupils and are committed to upholding and promoting equality of opportunity. We know our school very well and use our understanding and data to inform our planning and objectives.

This equalities plan attempts to amalgamate all the equalities policies, including gender, race and disability policies, into one single equality plan.

At Wrenningham VC Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender), maternity and pregnancy), religion and belief, and sexual orientation. Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion. We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

(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 school – 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.)

Our school ethos, values and visions

- As a school with a church foundation, our stated Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion, and the values of respect, tolerance, caring and compassion, underpin everything we do;
- We nurture and encourage the pupils and have happy children who feel safe in their school.
- We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs.
- We value the contribution all the children make to the life of our school and have a School Council, Peer Mediators and an Eco Council.
- We tackle difficulties for individuals as quickly as possible.
- 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.”

Our school within Norfolk's profile

(Information available from [Norfolk Insight](#) & Gov.uk)

Norfolk is a rural county with a diverse population of approximately 914,039, mid-year estimate (2020).

In 2020, the non-UK-born population was 78,000 (8.7%) while the UK-born population was 816,000 (91%).

Age Norfolk Persons aged 0-15; 16.9% Persons aged 65+ 24.7%

Ethnicity 92.7% White 7.3% Ethnic Minorities

Norfolk has a significant ethnic minority population, including people of diverse faiths and beliefs. The 2018 Norfolk School Census identified that over 15% of primary school pupils were from ethnic minority groups.

Religion (Census 2021) The 2021 census for Norfolk, England found that Christianity was the main religion in the county) 47.0% are Christian. Norfolk has a Muslim population of 8,146 which is 0.9% of the population.

Christian - 430,442 people or 47.0%

Buddhist - 3,414 people or 0.4%

Hindu - 3,697 people or 0.4%

Jewish - 1,177 people or 0.1%

Muslim - 8,146 people or 0.9%

Other - 469,244 people or 51.2%

(2021 is the latest census data available)

Free School Meals in January 2021, nationally 20.8% of all pupils were eligible for free school meals.

SEN Norfolk - In Norfolk, 16.9% of children and young people (21,000) have special educational needs (SEN), which is higher than the national average (15.5%).

In Norfolk, there are more children with SEN in primary schools than in secondary schools.

Special educational needs (SEN) can include:

Visual impairments

Hearing impairments

Multi-sensory impairments

Sensory processing difficulties

Physical disability

Both disability and SEN are more commonly identified in boys than girls – 66% of children with SEN are boys

Having SEND is correlated with poverty and deprivation.

Norfolk has a higher percentage of children and young people with SEN than the national and regional averages.

The school assesses a child's needs and then plan the adjustments, interventions, and support to be put in place, implements that provision and reviews the effectiveness of that provision and support in collaboration with the children and their family. Children with more significant and complex needs that cannot be met by the resources ordinarily available to mainstream educational establishments may require an Education Health Care Plan (EHCP).

Our School Profile

These figures are relevant to the school year 2024/2025, our numbers on roll currently stand at 109 school (48 boys, 61 girls). The percentages below indicated the proportions of children we have in our school from these significant groups.

- 44% boys/ 56% of our children are girls
- One pupil is from an ethnic minority background
- 100% of our children speak English as their first language
- 16% of our children are on our SEN register - Cognition & learning, SEMH, Communication and Interaction, sensory 14 pupils and a total 18 Pupils includes medical (6 children have a medical care plan)

Attendance figures 4/9/2024 to 13/5/2021= 96.95%

Wreningham and the surrounding area is predominantly white British. As a Church School many of our families are Christian.

Collecting and analysing equality information for pupils at Wreningham CE VC School

Wreningham 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 pupils/students:

- Attainment levels
- Attendance levels
- Exclusions
- Complaints of bullying and harassment
- Parent / pupil questionnaires

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

- More girls are on the SEN Register. There is no longer a boys/girl's gender gap previously identified. In the summer term 2024, the number of boys and girls working below and just below age-related expectations was nearly equal.

The school meets the needs of the children currently on roll and it may need to make adjustments in the future dependent on the physical disabilities of the child to ensure they are able to access the full curriculum.

Collecting and analysing equality information for employment and governance at Wreningham CE VC School

Wreningham CE VC School is committed to providing a working environment free from discrimination, victimisation, and harassment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law and we also 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.

Employer duties As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

We will ensure this commitment is met by:

- Monitoring recruitment and retention, including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality of opportunity for all.

Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating our policy and objectives to ensure their views were represented. This was achieved by:

- Discussions with pupils in class and school councils
- Discussions at staff meetings
- Discussions at governing body meetings
- Cluster heads meeting
- Parent/pupil questionnaires
- Feedback from visitors

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

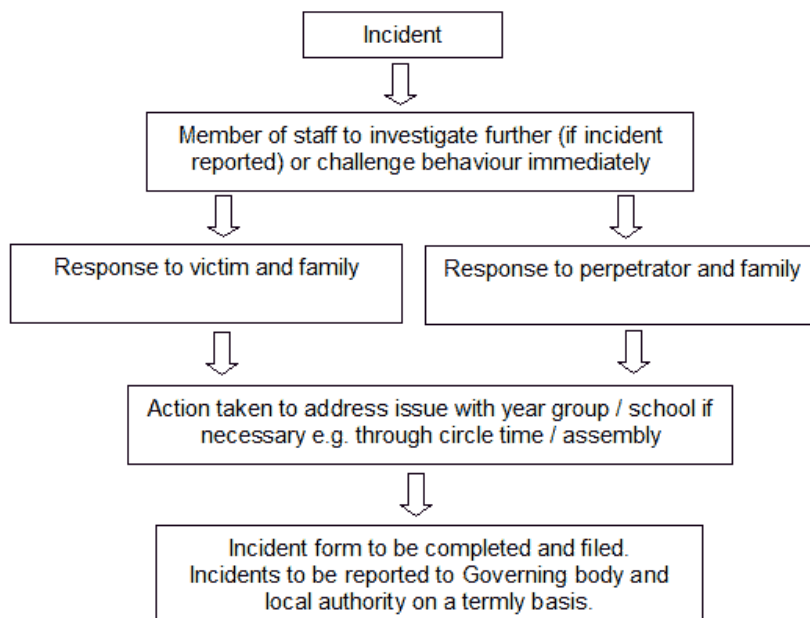
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.

- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents It should be clear to pupils and staff how they report **discriminatory incidents**. Pupil discriminatory incidents are logged on CPOMS. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting pupil discriminatory incidents is outlined below:



If a staff member believes they are the target of a discriminatory incident, they should raise it with the Headteacher. If they believe the Headteacher is involved, they can go to the Senior Teacher. If they believe staff are involved, they can contact the Chair of Governors.

Review of progress and impact

What we have achieved so far

Racist equality - We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. No racist related incidents have been recorded in school. If an incident occurs the school would keep a log and this would be monitored. Parents would be fully involved. We celebrate diverse cultural achievements and well know people. The RSE curriculum and collective worship promote and develop an understanding of equality of opportunity for all our children. We are a 'telling' school and any issues of inequality would be reported.

Gender equality - Curriculum maps reflect an awareness to address the interests of boys and girls. The SIDP 2022 reflects the need to address any discrepancy in performance between boys and girls, pupil premium children, SEN pupils. Both girls and boys are encouraged to participate in activities, and both have increased participation in sports clubs and teams. The school would expect to make adjustments for disabled children including ramped access and use of colour in physical environment.

Disability equality - The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The school continues to promote visits by disabled people. Care plans are written to support any pupils with a disability. Other equality areas - Adoption of Behaviour and Anti Bullying policy 2022 shows that harassment and bullying is not tolerated.

The school would like to do more by:

- Continue to develop links with Jewish and Islamic visitors

- Provide a permanent prayer space
- Encourage boys to read for enjoyment and promote boys reading in school
- Invite successful disabled athletes to school

Equality impact assessments

When reviewing existing policies or writing new ones we evaluate whether they meet the needs of all of the groups within our school.

Equality Objectives

- Monitor the attainment and progress of all pupils
- Anticipate the needs of any new child with a disability
- Promote understanding between religious and cultural groups
- Monitor affordability of trips and residential visits

Other School Documents

We have used our existing school documents to inform our Equality Scheme/Plan and these include:

- School improvement and development plan
- SEN information report
- Accessibility plan
- Bullying policy
- Racist incidents log
- Pupil Premium report

Roles and Responsibilities

- Our governing body is responsible for ensuring our school complies with legislation, and that this policy and its related procedures and objectives are implemented.
- Our Headteacher is responsible for the implementing the scheme/plan, for ensuring staff are aware of their responsibilities, that they are given appropriate training and support and report progress to the governing body.

All staff will

- Promote an inclusive and collaborative ethos in our school.
- Deal with any prejudice related incidents that may occur.
- Plan and deliver a curriculum which reflects our principles.
- Keep up to date with equalities legislation relevant to our work.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Publicising our scheme

- School website
- Parent newsletter
- Staff induction
- New Parents' meeting

Review of Progress

"We will continue to review annually the actions we have taken in meeting our general and specific duties under the Equalities Act, our equality objectives will be reviewed as part of a four-year cycle

- The results of the information gathering activities for race, disability and gender and what has been 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 has been achieved in relation to promoting community cohesion

Ongoing involvement of our Scheme

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

- During parent consultation meetings

- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback
- Annual questionnaires for parents
- Regular discussions at staff and governor meetings
- Having staff available to discuss equality and diversity matters

ACTION PLAN

Race (R) Disability (D), Sexual Orientation (SO), Age (A), Religion/Belief (RB) Gender (G)						Planned Outcome	Planned Actions	Timescale	To be Actioned by	Monitored by
R	D	SO	A	RB	G					
✓	✓	✓	✓	✓	✓	Ensure staff have awareness of their responsibilities under the Single Equality Scheme Ensure parents are aware of the Equality Plan	Raise awareness, publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Ongoing throughout the academic year.	H/t	In a newsletter at the beginning of the year, remind all parents that our policies are available on the website.
			✓		✓	Monitor pupil achievement and act on any trends or patterns in the data that require additional support for pupils.	All data to be analysed with regard to gender, race and term of birth (EYFS). Teachers and H/t analyse at pupil progress meetings.	Each term	H/t Teachers	H/teacher
					✓	Boys are reading more books, attainment of boys reading increases Library with sufficient and appropriate texts	Continue to encourage boys to read for enjoyment and promote boys reading in school. Class teachers to choose class novels that appeal to boys as well as girls.	Ongoing	H/t Teachers Govs	Pupil interviews Data
✓	✓			✓		Ensure the curriculum promotes role models that children positively identify with in terms of race, gender, religion and disability.	Invite a range of visitors to school where possible to promote race awareness e.g. disabled athletes, Jewish leader. Share books in collective worship that celebrate all scientists including females e.g. Isatou Ceesay, Sylvia Earle, Wangari Maathai. Participate in sporting tournaments boys/girls. Explore the concept of diversity and how we embed the idea into the curriculum (SIDP 2024/5)	Ongoing	H/t Teachers	Increase in pupils' participation, confidence and achievement levels
✓				✓		Diversity reflected in school displays across all year groups e.g.	Visual monitoring of school displays to ensure a range of	Ongoing	H/t	

						male/female scientists, different religions, disabled athletes	subjects/issues are covered e.g. Anti-Bullying Week 'It's okay to...'			
✓				✓	✓	Curriculum for RE/RSE has opportunity for all pupils to learn about different cultures	The school celebrates cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas, Black History month.	Ongoing	H/t Teachers	
✓						Teaching staff are aware of and respond to racist incidents	Identify, respond and report racist incidents as outlined in the Plan. Report any incidents to the Governing body.	Ongoing	H/t	The Headteacher / Governing body will use data collected about racist incidents to assess the impact of the school's response to incidents.
✓	✓	✓	✓	✓	✓	School policies and any written information (e.g. Staff Handbook) are free of discrimination in terms of phrases, procedures and practices.	All school policies when reviewed are audited to Ensure there are no discriminatory phrases, procedures or practices.	Ongoing		
					✓	Staff recruited are the best fit for the posts available	Ensure that staff recruitment is based on criteria to provide equality of opportunity for both sexes	Ongoing		Staff recruitment processes and outcomes will be monitored by the Headteacher and Governing body
✓	✓	✓	✓	✓	✓	All children contributing to school life	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (non-discriminatory) e.g. through involvement in the School Council, class assemblies, fund raising etc.	Ongoing		Representation monitored by race, gender, disability through an audit
						Attendance of SEND children to increase.	Monitor attendance of All pupils and SEND pupils.	At least Termly	H/t	H/t