

# Poringland Primary School and Nursery



## Single Equality Policy

**Date of Policy:** Aut 2021

**Review Date:** Aut 2024

**Members of staff responsible:** Senior Leadership Team

**Happy Active Inspired Healthy Learners**

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## **Foreword**

We understand that, despite legislation designed to promote equalities, discrimination and inequality still exists in our society.

This Single Equality Policy 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.

We believe that having this Single Equality Scheme and Action Plan will:

- support us in our decision-making and policy development;
- give us a clearer understanding of the needs of staff, pupils and their families;
- enable us to provide better quality services which meet varied needs;
- help us target our resources more effectively;
- help promote increased confidence in our school;
- make more effective use of our workforce.

Our policy will include our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations. 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.

**1. What is the Single Equality Policy and Action Plan?**

- 1.1 Our Single Equality Policy and Action Plan cover a three-year period from Autumn 2021 to 2024. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school.
- 1.2 It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.
- 1.3 Our Single Equality Policy and Action Plan enables us to achieve a framework for action which covers all equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.
- 1.4 We will meet our statutory duties by reporting annually on the progress of the Single Equality Policy and Action Plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to our equality duties and in promoting community cohesion.

## **2. Meeting our duties**

2.1 Under the statutory duties, all schools have responsibilities to promote race, disability and gender equality.

### **2.2 Race equality**

2.2.1 The general duty to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

2.2.2 We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

### **2.3 Disability equality**

2.3.1 The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### **2.4 Accessibility**

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

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

2.4.2. We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **2.5 Gender equality**

2.5.1 The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment;
- Promote equality of opportunity between men and women, girls and boys.

2.5.2 The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (the employing body of "Poringland

Primary and Nursery School”) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

## **2.6 Transgender**

2.6.1 Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

## **2.7 Community cohesion**

2.7.1 We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups. We have incorporated our priorities into our Single Equality Policy and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

2.7.2 In addition, we will monitor our ‘community’ activity on an annual basis.

## **2.8 Age, sexual orientation, religion and belief**

2.8.1 We must ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

## **2.9 Religion or Belief**

2.9.1 This definition is wide enough to cover fringe or cult religions as well as a range of philosophical beliefs (such as humanism) but is not intended to include political beliefs. It also covers perceived religion or lack of religion.

2.9.2 Schools should continue to deliver a broad, inclusive curriculum to which all pupils are entitled without fear of challenges based on religious views.

## **2.10 Pregnancy and maternity**

2.10.1 Discrimination of students and staff because of pregnancy or maternity are covered for the first time under this act. It is now unlawful to treat people less favourably because they become pregnant or have recently had a baby.

### **3. Our school values and vision**

#### 3.1 In our school we:

- actively promote the spiritual, moral, social, cultural, mental and physical development of our children and seek to prepare them for the opportunities, responsibilities and experiences of later life;
- respect diversity in adopting 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";
- celebrate diversity and welcome the contributions which different groups and individuals make to the community;
- strive to eliminate all forms of discrimination and harassment;
- create an ethos in which pupils and staff feel valued and secure;
- strive to make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation and value our staff for their ability and potential to help us achieve this.
- ensure that all pupils and staff understand what constitutes appropriate behaviour and acceptable use of language;
- encourage all pupils to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to others;
- encourage all pupils to develop the knowledge, understanding and skills they need in order to participate in a multi-cultural society;
- instil in pupils an awareness of discriminatory attitudes such as racism and sexism and aim to establish an environment which is effective in reducing prejudice and raising self esteem;
- have clear procedures for dealing quickly with incidents of discrimination and harassment;
- seek the views of all groups affected by the policies and work of our school, to ensure community inclusion and develop positive attitudes towards diversity;
- 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.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school;
- believe that it is our duty to address issues of 'how we live together' and 'dealing with difference'. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us;
- promote justice, equality of opportunity and fair treatment for all and thereby allow all members of our school community, to achieve the level of success and self respect which they deserve.

#### 3.2 **Our vision statement:**

- 3.2.1 All children will leave Poringland with a desire to learn, inspired by innovative teaching and active learning; with the skills and self belief to enable them to succeed; with the confidence to solve problems, welcome challenges and to be

independent learners who have a love for learning. Children will understand the importance of a healthy, active lifestyle. They will have a respect for others and a sense of moral responsibility as citizens in a modern world.

3.2.2. Poringland School will be known for its caring, supportive environment; a school where staff are valued and respected, who work together tirelessly to ensure everyone reaches their potential, both children and adults.

3.2.3. The vision for our school means that we want:

Happy  
Active  
Inspired  
Healthy  
Learners

#### **4. Curriculum, teaching and assessment**

4.1 The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

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

- ensure equality of access for all pupils and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and value that will challenge discrimination;
- provide opportunities for pupils to appreciate their own culture, while at the same time celebrating the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

4.3 Appropriate support will be accessed to assist those pupils for whom English is an additional language.

## **5. Our school within Norfolk's profile**

- 5.1 Norfolk is a rural county with a diverse population of approximately 859,400. Of the County's population, 40% live in four major built up areas. 93.6% of the population are UK Nationals and 96.5% state that their ethnic background is white.
- 5.2 There are 427 Primary Schools in Norfolk and 103 Secondary Schools (these are a mixture of LA maintained schools and academies).
- 22% pupils are eligible for Free School meals
  - 16.5% pupils have SEN
  - 3.4% pupils have EHCP
- 5.3 Poringland Primary School and Nursery is a larger than average, two-form entry school. It is situated 3 miles from Norwich city centre. The school also has a popular 52 place nursery which serves the Framingham Earl cluster. The vast majority of our children live within walking distance of the school, although a few travel from nearby villages or from Norwich.
- 5.4 Our children come from a diverse range of socio-economic groups. The catchment area includes traditional village housing, modern estates (largely owner/occupied) and areas of social housing.
- 5.5 Nearly all our pupils are white British.
- 3.6% pupils whose first language is not English.
  - 11% pupils who are eligible for free school meals.
  - 7.7% pupils who are SEN Support.
  - 0.2% pupils who have an EHCP.
- 5.6 "Parents are also highly supportive of the school and almost every parent who responded to Ofsted's online questionnaire, Parent View, said that they would recommend the school to another parent" (Ofsted 2017).

## **6. Collecting and analysing equality information for pupils at Poringland Primary and Nursery School**

- 6.1 We continue to develop our understanding of the major equality issues in our school's functions and services. In order to do this we collect and analyse the following equality information for our pupils/students:
- Admissions;
  - Attainment levels;
  - Progress levels;
  - Attendance levels;
  - Exclusions;
  - Learning opportunities - i.e. take up of courses/external visits/ attendance at Extended School activities/extra curricular activities;
  - Complaints of bullying and harassment;

- Prejudice-based incidents;
- SEND Register;
- Application of the Behaviour Policy.

## **7. Collecting and analysing equality information for employment and governance at Poringland Primary School and Nursery**

- 7.1 Poringland Primary and Nursery School aims to recruit an appropriately qualified workforce and governing body. We aim to be an inclusive employer that positively values the contributions of all employees in order to provide a service that respects and responds to the needs of our local population and recognises the greater diversity of the country as a whole.
- 7.2 The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice. The duty applies to all staff working at the school in whatever capacity.
- 7.3 We currently employ 64 staff at Poringland Primary and Nursery School to undertake a range of duties. Currently we employ:
- 59 females;
  - 5 males;
  - No registered disabled staff;
  - 98.4% staff are white British.
- 7.4 All information relating to staff is kept on the school's central database - and can be separated into race, disability and gender. Information regarding the above is asked for in any application for a job.
- 7.5 We collect the following profile information for our staff and governors:
- Applicants for employment (via local authority recruitment forms);
  - Staff profile;
  - Attendance on staff training events;
  - Disciplinary and grievance cases;
  - Staff appraisals/performance management.
- 7.6 We have been mindful of the laws relating to confidentiality when devising this Scheme and Action Plan. Although there is a statutory duty to share information about the school's single equality scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.
- 7.7 In respect of the Freedom of Information Act 2000 and the General Data Protection Regulation 2018, any analysis of sensitive information is undertaken by a senior member of the school staff.

7.8 Actions to address the issues identified have been prioritised over the three year life span of our policy and have been included in our Action Plan.

## **8. Consultation and involving people**

8.1 We appreciate that legislation states it is important for minority groups (for race, disability and gender) to be involved in the formulation and development of equality policies and action plans, and we endeavour to involve as many people as possible in our community. We believe that there has been equal opportunity for all genders to contribute.

8.2 We will involve pupils, staff, governors, parents and carers, and our wider school community in the creation of our Single Equality Policy and Action Plan. This helps ensure that the views of all groups, but especially potentially disadvantaged groups, are fully incorporated in the development of this Policy and Action Plan.

8.3 Examples include:

- Contact with parent/carers (e.g. SLT café, parental consultation evenings)
- Feedback from parental questionnaires, weekly newsletters;
- Discussions at staff meetings;
- Discussions at governing bodies;
- Discussions within cluster and other local partners;
- Discussions with feeder schools and Nursery providers;
- Contact with local community groups.

8.4 We greatly value the collaborative way our local cluster of schools works. We have a shared belief that we have a combined obligation for the education of all children in our wider community. Together we strive for a parity of provision and an equality of opportunity – whichever school parents choose for their child.

8.5.1 During discussions, the following good practice was identified:

- Disabled access/toilets/shower;
- Staff are knowledgeable and well trained on children's needs;
- Friendly and approachable staff – with male and female role models;
- Procedures in place to meet any medical needs children may have;
- Procedures in place to meet any emotional/mental health needs children may have;
- Care plans in place as necessary with good support (and training if needed) from the School Nursing Team;
- Good record of pastoral care;
- Admission form criteria includes information on disability;
- Key policies in place – SEND, Behaviour, Anti-bullying;
- The school's response to the global pandemic in supporting vulnerable children and their families, e.g. provision of access to in-school teaching during lockdowns; access to technology; printing/provision of wide-ranging resources; provision of free school meals, food parcels and vouchers; contact between school staff and parents/carers.

- 8.5.2 When planning work for children with special educational needs, we give due regard to information and targets contained in the SEND Record and Impact report as well as individual targets. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.
- 8.5.3 In September 2018, we became a PATHS (Promoting Alternative Thinking Strategies); children are taught about differences and tolerance as part of the RE and PSHE curricula, and RSE deals with issues relating to equality. PATHS remains integral to our approach to behaviour management.
- 8.6 Discussions also identified the following needs:
- Ensure easy access to the Equality Policy for all in our school community. Share the findings equally and easily;
  - Ensure that the Governing Board is given regular updates about the progress of this policy and the action plan;
  - Ensure that there are clear opportunities to seek pupil voice (e.g. school council);
  - Ensure community views are sought in a wider variety of ways to ensure equality of ability to participate in any information gathering;
  - Whenever appropriate, to increase awareness by responding to national events and initiatives and teaching the children about the work of various charities and organisations relating to race, disability and gender to school to provide support (lead assemblies etc.);
  - Ensure all areas of the school are fully accessible to all in our community including those with physical disabilities, hearing and visual disabilities.

## **9. What we have achieved so far**

9.1 This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

### **9.2 Race equality**

A small number of racist incidents in school have been reported. These were dealt with in line with the school's Behaviour Policy and reported to the Local Authority. Where appropriate, we have engaged with the Safer Schools Team (Norfolk Police) to educate our Year 5 and Year 6 pupils about the importance of responsible behaviour online. We have organised events for Black History Month and our Year 5 and 6 pupils took part in a live webinar with Chris Lubbe, learning about the struggle against Apartheid in South Africa.

### **9.3 Disability equality**

Currently we have no staff with accessibility problems. Accessibility arrangements are put into place for disabled pupils. All pupils, staff and parents are fully involved in the life of the school and have full access to all we offer. Currently, we work closely with the Teacher of the Deaf to support children with hearing impairments. If we foresee that mobility could be an issue for a staff member or a pupil, action is always taken.

#### **9.4.1 Gender equality**

We regularly analyse the attainment of boys and girls. Provision in EYFS is constantly reviewed. There is equal access for boys and girls to roles within schools such as Year 6 leaders, digital leaders and house captains.

9.5 In addition we believe that Poringland Primary School and Nursery can also celebrate the following good practice:

#### **9.5.1 Community cohesion**

See Section 18.

#### **9.5.2 Age**

As children progress through the school, they gain greater responsibilities. In Key Stage Two, each class elects representatives to participate on the school council. Children have been involved with organising fundraising events, such as to support EACH, Norwich Food Bank, Save the Children, Children in Need, Comic Relief. Within the classrooms and within our whole school assemblies, we also celebrate children's achievements and contributions to wider society.

#### **9.5.3 Religion or belief**

We follow the Discovery Scheme for RE (this covers the Norfolk Agreed Syllabus). Each half term, the children explore a key question through enquiry-based learning activities. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Worship and prayer are explored in the context of all religions and we try to impart to children how

important faith, belief, worship and prayer are to some people. In the Early Years Foundation Stage and in Key Stage 1, pupils are taught about the major festivals of the world religions. In Key Stage 1, pupils learn about Christianity, Islam and Judaism in some detail. Throughout Key Stage 2, pupils are taught about Christianity, Islam, Judaism, Sikhism and Hinduism. We have good links to the local church. We as a school community, celebrate key Christian festivals (Harvest, Advent, Christmas, Easter, etc.) throughout the year. We visit the local church several times a year for church services. All children are encouraged to attend and participate at their own level.

## **10. Equality impact assessments**

- 10.1 All school policies, procedures and practices are accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.
- 10.2 All school policies are reviewed over a 3 year period (some policies are reviewed annually).
- 10.3 An inventory of existing policies is available and we operate an ongoing rolling programme of impact assessment for all our policies and procedures.

## **11. Breaches of the Single Equality Policy and Associated Policies**

- 11.1 We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.
- 11.2 Where safeguarding issues based on disability, race, sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

## **12. Associated School Policies**

12.1 We have used our existing school policies to inform our Single Equality Policy.

These include:

- Admissions Policy
- Anti-Bullying Policy
- Asset Management Plan
- Behaviour Policy
- Behaviour for Learning Policy
- Teaching and Learning Policy
- Disability Equality Policy
- Gender Equality Policy
- Health and Safety Policy
- School Vision
- Performance Management Policy
- Race Equality Policy
- Safeguarding & Child Protection Policy
- School Improvement and Development Plan
- Special Educational Needs and Disability Policy
- Whistleblowing Policy

## **13. Roles and Responsibilities**

13.1 In our school, we all take responsibility for promoting equalities.

13.2 Our governing body will ensure that the school complies with statutory requirements in preparing, publishing, implementing, reporting on and reviewing this Policy and Action Plan.

13.3 Our Headteacher is responsible for co-ordinating the implementation of this policy, and will ensure that staff are aware of their responsibilities, are given necessary training and support and report progress to the governing body.

13.4 The Headteacher will work the Senior Leadership Team and governors to ensure that:

- staff recruitment, training opportunities and conditions promote equality and
- existing and planned policies are assessed for the ways in which they impact on equality
- appropriate action is taken against staff or pupils who discriminate

13.5 Our staff will 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, and maintain a good level of awareness of equalities issues.

13.6 Our staff will prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with

parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

13.7 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.

13.8 We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

#### **14. Commissioning and Procurement**

14.1 Poringland Primary and Nursery 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.

#### **15. Publicising our Policy**

15.1 Our Single Equality Policy will be made accessible, in the home languages of our major ethnic groups, to all persons within our local and school community in the following ways:

- School entrance foyer;
- School website;
- Staff meetings;
- School newsletter.

#### **16. Annual Review of Progress**

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

- The results of any information gathering activities for race, disability and gender and how we have used this information towards improvement;
- The outcomes of involvement activities from minority groups within our community;
- A summary from equality impact assessments undertaken;
- An update of the progress made against priorities;
- Celebrating achievements in relation to promoting community cohesion.

16.2 We will also revise our Single Equality Policy and Action Plan every three years.

#### **17. Single Equality and Accessibility Action Plan (see separate document).**

## **18. Evidence of Community Cohesion**

### 18.1 The School Community

#### 18.1.1 Teaching Learning and Curriculum

Our teaching and curriculum provision supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

- We offer a broad balanced curriculum that promotes common values and helps pupils value differences and challenge prejudice and stereotyping;
- We teach the principles of all religions and visit different churches;
- We are a PATHS school and offer a broad and balanced PSHE curriculum;
- We offer high quality SEND provision through a creative curriculum;
- We track children's progress carefully and can flag up anomalies promptly;
- We seek to address a variety of learning styles;
- A wide range of extra-curricular activities are on offer for all children.

#### 18.1.2 Equity and Excellence

- We motivate all learners through the provision of a dynamic, exciting curriculum;
- We enable all children to access the curriculum through our SEND;
- We have a clear plan for the development of Teaching and Learning and all staff are committed to continuous improvement;
- Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion;
- We focus on securing high standards of attainment for pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential;
- Our school tracking systems enable us to evaluate progress of different groups and tackle underperformance by any particular group;
- All children are treated with respect and supported to achieve their full potential through the careful deployment of resources and staffing.

#### 18.1.3 Engagement and Extended Services

- We have our own nursery, which actively contributes to the life of the school;
- We offer a wide range of extra curricular activities;
- We have many links with the local community in varied ways (see later sections);
- We encourage student voice and instil a sense of community;
- We operate a whole school Behaviour Management policy which is successful and which also instils a sense of community;
- We have an active PTA who play their part in the community;
- We operate an open door policy where any parent/carer is welcome to come into school at anytime to discuss any concerns they may have;
- We provide parents and carers with detailed and regular feedback about how their child is doing at school;

- Prior to the pandemic, we engaged with parents through curriculum evenings, learning cafes and attendance at assemblies (we have altered our practice to engage virtually, e.g. Zoom Parents Evenings, on line questionnaires, etc.);
- We provide access to or signpost extended services and community use of facilities for activities that take place out of school hours, including family and adult learning.

## 18.2 The Local Community

### 18.2.1 Teaching, Learning and Curriculum

- We raise awareness of the local community through curricular activity such as local history, visits to local churches, learning about local habitats;
- We invite members of the local community into school e.g. church, police, fire service, other adults who help us;
- We promote active citizenship as part of the ethos of the school and we have encouraged our pupils to support charity fundraising and local, national and international level;
- Assemblies involve members of the local and wider community and promote the engagement of learners and shared understanding as well as the school's ethos and values;
- Good transition arrangements are in place to support children moving from Nursery to our main school and similarly our Year 6 pupils moving to High School.

### 18.2.2 Equity and Excellence

- We are part of a cluster of schools that feed into the local High School and the Heads of the schools, and other key staff, meet regularly;
- Governor representatives from the cluster schools meet regularly to discuss cluster issues such as Single Equality Policy;
- We are part of the South Norfolk School Sports Partnership.

### 18.2.3 Engagement and Extended Services

- We are part of the East City and Framingham Earl Children's Centre;
- We take part in many inter school initiatives e.g. sports tournaments, choir activities, CASMA, Young Voices O2 concert, Scratch Off, etc;
- We have strong links with our local High School and offer work experience placements to their Year 10 students;
- We have taken opportunities for our pupils to work collaboratively with those from the local High School;
- We have good links with our local church;
- We promote extra curricular sporting activities within the local community;
- We have a number of community lettings at our school;
- We encourage community groups to use school facilities including the hall and the bungalow;
- Representatives from the local community such as the church and visiting musicians come into school to work with the children in a range of curriculum areas and to lead assemblies;
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the School Support Team, the police and social care and health professionals;

- We have a comprehensive induction programme to help children settle into Nursery and Reception.

### 18.3 The UK Community

#### 18.3.1 Teaching and Learning and the Curriculum

- Through our residential visits programme we visit How Hill and York;
- Year 4 have visited Warner Brother Studios;
- Music groups have performed at the O2 Arena and Albert Hall;
- We visit other areas such as Cromer, Sheringham, Great Yarmouth, and we learn about life in other parts of the UK;
- Year 5/6 study World War 2. Key Stage Two children all study the local history and geography of Norwich. This gives our children a sense of place within the UK, as do other topics;
- Children nominate and raise money for a local, national and international charity regularly e.g. Children in Need, Comic Relief, MacMillan, Save the Children.

#### 18.4.2 Equity and Excellence

- All children have access to educational visits (funding is by voluntary contribution);
- Through curriculum activity all children have access to a global perspective.

#### 18.3.3 Engaged and Extended Services

- Residential and day visit programme promotes knowledge of and interaction with other parts of the country;

### 18.4 The Global Community

#### 18.4.1 Teaching, Learning and Curriculum

- We teach Modern Foreign Languages in Key Stage Two;
- We have organised a Spanish club in Key Stage Two;
- Within topics, children learn about the history and geography of other parts of the world e.g. Africa, Benin, The Egyptians, Rainforests;
- We have visitors from different parts of the world;
- Computing is enabling a global perspective to be more available to all;
- We have links with schools in other parts of the world, e.g. Canada.

#### 18.4.2 Equity and Excellence

- All children have access to educational visits (funding is by voluntary contribution);
- We have in place a programme of residencies and special events which often celebrate different cultures and promotes tolerance;
- Through curriculum activity all children have access to a global perspective.

#### 18.4.3 Engagement and extended services

Our process of monitoring and evaluation will include:

- Analysis of data on pupils' academic achievement;
- Analysis of pupils' involvement and participation in voluntary activities;
- Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress;

- Updating our information on the socio-economic features of our local community;
- Pupil questionnaires;
- Questionnaire to parents and carers;
- Staff surveys;
- Regular review of the curriculum;
- Report to governors.

18.5 Ethos of the School:

- Through our Behaviour and Anti-Bullying policies, incidents of bullying, harassment and prejudice are carefully monitored and dealt with thoroughly. This monitoring includes analysis of whether children from particular groups are more likely to be excluded or disciplined than others.

18.6 Access & Inclusion:

- Evaluating progress/attainment of different groups;
- Dealing with underperformance;
- Bullying, discrimination, prejudice-based incidents & behaviour monitoring;
- The school is subject to the Local Authority admission arrangements, which promote community cohesion and social equity.