



Redesdale Primary School

Single Equality Scheme

Date adopted by Governing Body: March 2017

Review Date: March 2018

Single Equality Scheme Statement

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Mission Statement

“Growing and Learning Together”

“At Redesdale Primary School we continually strive to create an environment which is inspiring, challenging and vibrant; enabling our children to reach their full potential as well as gaining valuable life skills to succeed in society”

‘The school tackles discrimination very well..... it is having a particularly positive effect with pupils because they are taught to value and respect each other as individuals. Equal opportunity is well promoted so that all groups of pupils make similar progress.’ (Ofsted Report 2013)

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

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

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This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Single Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

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Our Key equality and diversity objectives are:

- To involve internal and external stakeholders in the equality process.
- To increase staff and pupil knowledge and understanding of equality and diversity issues.
- To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.

- To improve opportunities that are provided in school ensuring equal access to all groups within the community.

204 What do we mean by Equality and Diversity?

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

205 What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

206 Who does this scheme apply to?

This Single Equality Scheme applies to the following stakeholders:

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

301 **Profiles**

Profile of Redesdale Primary School

Located in the South West area of North Tyneside close to the border with Newcastle this is an average size school. Redesdale Primary School is housed in a purpose built school building which is all on one level with wide corridors and a large Main Entrance/Reception area has increased the accessibility to school. It provides wheelchair access to the Main Entrance and all Year Group entrances with internal double doors that accommodate wheelchair access or anyone with mobility difficulties. The Main Entrance has push button door access controlled by the Main Office to ensure safeguarding and an induction loop is fitted at the Main Reception.

Most pupils are of White British heritage and some pupils (mainly Chinese children) speak English as an additional language. The proportion known to be eligible for free school meals is below average and the percentage of pupils with special educational needs and/or disabilities is also below average.

A very large majority of parents and children stated that they feel safe in school in a recent Ofsted style questionnaire. There are approximately 250 pupils in our school with 28 staff employed by the school and 12 members of the governing body.

Key statistics of our school:

Pupils:

6% Chinese

52% boys 48% girls

91% White British, 6% Mixed ethnicity, 1% Asian and less than 1% Other.

0% of pupils are registered as having a disability

In a recent survey of parents and carers (149 responses) 100% parents identified that there were no barriers to enabling them or their children fully participating in school life.

Staff (24 responses):

12% male 88% female

92% White British/English, 4% Asian, 4% Chinese

100% Heterosexual

54% are Christian, 8% are Buddhist, 33% have no religion or belief and 4% prefer not to say.

68% are aged 45 or over, 28% are aged 25-44, and 4% aged 18-24.

8% consider themselves to be a person with a disability

Governors (8 responses):

50% male 50% female

88% White British/English, 12% Chinese

100% Heterosexual

63% are Christian, 37% have no religion or belief.

37% are aged 45 or over and 63% within the 25-44 age group.

12% consider themselves to be a person with a disability

Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

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North Tyneside Profile

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

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately

228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being ‘Other White’ (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or ‘other’) and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside’s main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.

These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents’ Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

Roles and Responsibilities

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Governors are responsible for:-

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

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The Leadership Team of the school will be responsible for:-

- promoting the single equality scheme both inside and outside the school

- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

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Parents/Carers will:-

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

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Staff and pupils are responsible for:-

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

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Visitors to our school will be expected to respect and follow our equality policy.

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Monitoring and Reviewing

This Single Equality Scheme will run for three years but will be reviewed and reported upon annually to the governing body.

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

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

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

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

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Single Equality Action Plan

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

(See Redesdale Primary School Single Equality Action Plan at Appendix A.)

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School Accessibility Action Plan

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

(See Redesdale Accessibility Plan at Appendix B.)

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Equality Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. (Find Redesdale Equality Impact Assessment template form at Appendix C.)