



Single Equality Scheme/ Equality and Diversity Policy

Reviewed September 2022

Our vision states that we aspire to achieve an environment where:

- Children are safe, happy and ready to take an active role in their learning.
- Opportunities for learning are adventurous, ambitious, exciting and set in real life contexts and focus on developing curiosity, imagination, exploration and investigation.
- We know each child's strengths and their needs and, through rigorous and robust assessment for learning, ensure that we give them the curriculum they need to help them to succeed in school and in future life.
- Parents are true partners in their child's learning because they understand their child's progress and achievement and feel confident to engage with the school community.

Legal framework:

We recognise and welcome our responsibilities in respect of equality and diversity in accordance with the following legislation:

- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- Civil Partnerships Act 2004
- Racial & Religious Hatred Act 2006
- The Part Time Workers Regulations 2000
- Gender Recognition Act 2004

Guiding principles of Equality and Diversity

Our policy and practice is guided by four key principles.

- **All individuals are of equal value**
- **We recognise and respect diversity**
- **We foster positive attitudes and relationships, and a shared sense of cohesion, belonging and ownership**
- **We aim to reduce and remove inequalities and barriers that already exist**

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,

25 and Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm

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

- 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 complement the Every Child Matters outcomes for children
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This scheme/policy 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 legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan (see appendix 2) will bring together all our existing work as well as enabling us to introduce new developments. This scheme/policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

The significance of the Equality Act 2010 to school safeguarding, including that schools and colleges:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

What do we mean by Equality and Diversity?

Equality ensures that there is a fair society in which everyone can participate and is given the opportunity to achieve. Equality is also about eliminating discrimination and promoting fair and equal treatment for all. This means that employment opportunities and educational inclusion should be free from irrelevant barriers and accessible to all. Equality is about;

- Widening life chances, not restricting them
- Fostering talents, not suppressing them

- Ensuring no child or adult is disadvantaged or discriminated against

Diversity is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of our school. We aim to ensure that no one receives less favourable treatment for reasons relating to: -

- Race, colour, nationality or ethnic origin
- Gender and transgender identity
- Disability
- Health
- Sexual Orientation
- Religion and Belief
- Age
- Marital status, civil partnership status, family circumstances or caring responsibilities.
- Income, employment status or housing circumstances
- Trade Union Activity or Political Belief
- Social Class

Under the general duty school must exercise 'due regard' in respect of the protected characteristics to:

- Widen life chances, not restrict them
- Foster talents, not suppress them
- Ensure no child is disadvantaged or discriminated against
- Create a better and more efficient working environment

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.

This Scheme applies to our:

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

Roles and Responsibilities

Our 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

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 fulfill 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
- Operating an equal opportunities policy in relation to the recruitment, selection and promotion of staff
- Enabling staff to have equal access to personal and professional development courses.
- Ensuring that individuals who have made a complaint or have been involved in a complaint of harassment or discrimination are not victimised against.

Parents/Carers will:

- Have access to the scheme and be encouraged to support the scheme
- Have the right to be informed of any incident related to this scheme which could directly affect their child

Staff will:

- Comply with and promote the Equality & Diversity Scheme/Policy
- Be aware of their behaviour and its impact on others
- Report suspected discriminatory actions or harassment
- Maximise the development of each child and young person and ensure access to all aspects of the curriculum
- Seek guidance on matters of equality and best practice when unsure of the appropriate course of action.

Pupils are responsible for

- helping to eliminate any discrimination by showing respect to all
- demonstrating positive behaviour for learning creating a positive learning environment

North Tyneside Council (in partnership with Engie), via the HR Advisory service, (where schools buy into the HR Advisory SLA) will support school with;

- Providing advice, guidance and support to the School, the Head Teacher and its Governing Body in relation to equality and diversity issues.
- Supporting the School in the implementation and review of its Single Equality Scheme
- Supporting the School in developing and reviewing its Equality Action plan.
- Supporting the school with the training and development of School staff in relation to Equality & Diversity.

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

Equality objectives

Objective 1: To narrow the gap in achievement for all socio economic groups.

Objective 2: To promote religious and racial tolerance and equality across the curriculum

Objective 3: To prevent homophobic/transphobic bullying.

Objective 4: Ensure that children from low income families do not miss out on experiences which enrich the curriculum through financial difficulty

Curriculum Provision

There are many opportunities across the school curriculum to address issues relating to equality and diversity. These arise through:

- Assembly themes
- PSHE curriculum
- MBV work
- Circle Time
- RE curriculum
- Science curriculum
- Geography curriculum
- History curriculum
- Literacy curriculum
- MFL curriculum
- Western University
- Learning mentor nurture work

We attempt to exploit every opportunity to reinforce our policy message of equality and diversity with sensitivity, encouraging children to openly explore their understanding through questioning and discussion.

Recruitment, Retention and Progression

The school should be committed to recruiting, retaining and progressing a diverse workforce by:

- Attracting applicants from all sections of the community.
- Advertising in a variety of publications, working with Job Centre Plus and other agencies to attract under-represented groups.
- Producing job descriptions and person specifications which are clearly related to duties.
- Using and accepting different formats such as large print, tape, disk or email for the recruitment process where available and appropriate.
- Making adjustments within the recruitment / assessment process where reasonable to accommodate specific needs and / or disabilities.

- Using appropriately trained staff to conduct interviews.
- Valuing life skills as part of the recruitment process. Competence gained through these experiences will be balanced against those gained through the normal route.
- Supporting all staff to achieve their potential through the School Appraisal process.
- Considering and pursuing reasonable adjustments to enable staff who are disabled or have a medical condition to enable them to remain in employment.
- Ensuring equal pay for equal value through the use of the agreed North Tyneside job evaluation process.
- Training and informing staff of issues and expected behaviours.
- Dealing effectively with incidents of discrimination.
- The School should understand that a workforce that broadly reflects the community it serves has a greater understanding and ability to respond to pupils and parents needs

Monitoring and Reviewing

We assess the impact of major new policies, practices and procedures to ensure equality (see appendix 1) and, where necessary, set new targets. We have an Equality Action Plan (appendix 2) to meet our objectives of fair treatment and equal representation. This is reviewed on a three year cycle.

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

- We collect, analyse and use data relating to attendance, behaviour, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender.
- Prejudice related incidents are monitored by the governing body on a termly basis and reported to the Local Authority on an annual basis.
- Pupil perceptions are evaluated through group interviews as part of the school's routine monitoring and evaluation.
- Parent perceptions are evaluated regular engagement with parents in school, and our parents' forum, as well as questionnaires through our booklooks and on a whole school basis.
- Recruitment information is monitored to ensure that we do not discriminate in any way in our selection of staff.

Our self-evaluation is recorded in the SEF.

Issues and Concerns

Where any member of the school community identifies issues in relation to Equality and Diversity, these should be raised, in the first instance, with the Head Teacher. Where these issues are not resolved satisfactorily, concerns should be raised, in writing, to the Chair of the Governing Body.

This policy is reviewed every two years by the governing body.

Appendix 1 - Equality Impact Assessment

1. Name of the change, strategy, project or policy:			
2. Name of person completing this form:			
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Gender Sexual Orientation Age Low socio-economic			
5			Yes No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
Is the impact intended?			
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes		No

Signed:

Date:

Appendix 2 – Western Community Primary School - Equality Action Plan 2020-2022

Action	Equality Strands	Timescale	Responsibility	Progress
Improving outcomes for children from low income families through a programme of targeted early intervention to improve language skills and provide a home-school programme to increase the capacity of parents to support their children at home.	Socio-economic status	2019-2022	Headteacher, Senior Leader for Accelerating Progress and Senior Leader for Inclusion	
Low income families – raising aspirations and setting ambitious targets through a programme of assertive mentoring for children at KS2 and a system of review meetings to involve home and school in a partnership to accelerate the achievement of targeted children.	Socio economic status	2019-2022	Headteacher and Senior Leader for Accelerating Progress	
<p>Promote religious and racial tolerance and equality through:</p> <ul style="list-style-type: none"> • Show Racism the Red Card workshops for pupils including Islamophobia materials. • Increasing children's experience of religious sites through a visit to places of worship for all major religions. • Providing parents with information annually which educates them on the appropriate terminology and where to access help and support. • Working with the local PREVENT team including LA and police, to exploit every opportunity to reinforce messages of tolerance and equality/ diversity in the local community. 	Race	2019-2022	Headteacher PSHCE leader Care, Guidance and Support Team, Leader for MBV and RE	
Preventing homophobic/transphobic bullying.	Sexuality and gender	2019-2022	Headteacher PSHCE leader	

<ul style="list-style-type: none"> ● Sharing training materials with staff to clarify school expectations on challenging stereotypical behaviour and language. ● Workshops with children in KS2 to use the published materials on homophobic/transgender bullying. 			Care, Guidance and Support Team.	
<p>Ensuring that children from low income families do not miss out on experiences which enrich the curriculum through financial difficulty:</p> <ul style="list-style-type: none"> ● Discounted residential experiences for children. ● Savings scheme for low-income families. 	Socio-economic status	2019-2022	Headteacher, School Business Manager	