



Redesdale Primary School

Single Equality Scheme 2022-2025

Adoption by Sub-Committee	February 2023
Ratification by FGB	29 th March 2023
Policy review date:	February 2024

Single Equality Scheme Statement

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”

‘Pupils value the tolerant and positive ethos you have engendered. They believe bullying is rare and are confident that adults will address any concerns that they have..... Pupils demonstrate positive attitudes to learning and show respectful attitudes towards one another and adults.’ (Ofsted Report 2018)

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.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to the promotion of race, disability and sex (gender) equality as well as incorporating the 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.

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.

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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.

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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 sex (gender).
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

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Who does this scheme apply to?

This Single Equality Scheme applies to the following stakeholders:

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

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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 speak English as an additional language. The proportion known to be eligible for free school meals is average and the percentage of pupils with special educational needs and/or disabilities is below average.

A large majority of children stated that they feel safe in school in a recent questionnaire. There are approximately 312 pupils in our school (January Census 2022) with 30 staff employed by the school and 10 members of the Governing Body.

Key statistics of our school:

Pupils:

50% boys 50% girls

96% White British, 1% Mixed ethnicity, 2% Asian and less than 1% Other.

0% of pupils are registered as having a disability. (See School Equality Data as of January Census 2022 at Appendix C).

In a recent survey of parents and carers (103 family responses) 100% parents identified that their child(ren) felt safe at school and 99% of parents and carers state that their child(ren) do well at school.

Staff:

23% male 77% female

91% White British, 9% Other Ethnic Background

100% Heterosexual

77% are Christian, 8% are Muslim and 15% have no religion or belief

61% are aged 45 or over, 31% are aged 35-44, and 8% aged 18-24.

0% consider themselves to be a person with a disability

Governors:

50% male 50% female

100% White British/English

100% Heterosexual

25% are Christian, 75% have no religion or belief.

100% are aged 45 or over

0% 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 and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

A recent North Tyneside resident's survey shows that almost three-quarters of residents in North Tyneside feel like they belong to their local area which remains unchanged and significantly higher than the National average (62%).

North Tyneside's populations stands at approximately 209,000 people. Our population is projected to rise to approximately 225,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Some key statistics about our current populations:

48% are male and 52% are female.

5% are from BME communities (estimated)

18% are aged under 16.

20% are aged over 64+.

Our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come through to the borough as asylum seekers and economic migrants. We have supported the Ukrainian population coming to the region in recent months.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low however. Many minority religious groups practice their religions in Newcastle, which has sizable communities of the Jewish, Muslim and Hindu faiths.

Income deprivation contributes to enduring and significant health and social care challenges. Data from 2015 Index of Multiple Deprivation shows that income deprivation across the borough is similar to the national average. (latest data available)

North Tyneside's population is getting older and there are more people aged over 85 than ever before. However, needs are driven not just by age. There are estimated to be around 15,000 people over the age of 65 who live alone and are at risk of social isolation or loneliness. The number of people aged over 75 living alone is predicted to rise by 60% by 2035 and is expected to place more pressure on health and social care services. Those who feel isolated are more likely to be the most vulnerable groups in society, specifically:

Workless residents (30% vs 7% overall)

Social tenants (17%)

Those residents with a disability (15%)

Those with self-reported poor health (29%).

The rate of mental illness in North Tyneside within residential or nursing care is significantly higher than England. More than one in 10 of the adult population has a caring responsibility with an estimated one in seven of North Tyneside's over 65 population caring for someone. North Tyneside has also seen an increase in the challenges and complexity of adults with mental health needs based in the community.

Average life expectancy is now 80 years (78 years for men and 82 years for women). Healthy life expectancy at birth for women remains static at 62 years and male healthy life expectancy at birth, has increased by one year to the same age.

Whilst both figures are above their respective North-East averages, they remain below national average. A child born today in the most deprived part of the Borough can expect to live on average 11 years less than a child born in the least deprived part (11.7 years and 10.9 years for men and women respectively). Although the gap in life expectancy has remained static for around 10 years, this inequality gap has recently widened. The average of healthy life expectancy in North Tyneside is still below the state pension age for both men and women. It is, however, estimated that the onset of ill health begins around 15 years earlier in our most deprived communities compared to those that are least deprived.

We currently have no borough specific data on sexual orientation, but the national organisation 'Stonewall' estimate that 5-7% of the population are lesbian, gay or bisexual.

Roles and Responsibilities

401 **Governors** are responsible for:-

- ensuring that the school complies with all equality legislation.
- approving and adopting the school 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

402 **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

403 **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

404 **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

405 **Visitors** to our school will be expected to respect and follow our Single Equality Scheme.

501 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, as part of the regular Headteacher Reports, for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

601 **School Accessibility Plan**

The School Accessibility Plan is a Statutory document that identifies the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

701 **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.)

801 **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. (See Redesdale Equality Impact Assessment template form at Appendix B.)

APPENDIX A

Redesdale Primary School Single Equality Scheme Action Plan 2022 – 2025

This document details the actions the Governing Body will take over the next three years to satisfy the requirements of the protected characteristics as referred to within the School's "Single Equality Scheme".

The action plan is structured around key diversity objectives identified by school as follows:

1. Ownership for Everyone

- To involve internal and external stakeholders in the equality process.

2. Open to Everyone

- To increase staff and children's knowledge and understanding of equality and diversity issues.

3. Work for Everyone

- To work together with stakeholders to deliver more effective and equal outcomes for staff and children.

4. Opportunities for Everyone

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

Strategy	Equality (which strand(s) does it impact upon?)	Responsibility (who will be responsible for it?)	Timescale (when will it be done by?)	Progress
ACTION 1. OWNERSHIP FOR EVERYONE: - Involve internal and external stakeholders in the equality process.				
<ul style="list-style-type: none">○ All staff, children, parents, carers and governors to be made aware of Single Equality Scheme and raise awareness of responsibilities.○ Publish and promote the Single Equality Plan through the school website, newsletter and staff meetings.	<i>All protected characteristics</i>	<i>Governing Body/ Headteacher</i>	<i>December 2022 – December 2025</i>	
ACTION 2. OPEN TO EVERYONE: - Increase staff and children's knowledge and understanding of equality and diversity issues.				
<ul style="list-style-type: none">○ Ensure that the curriculum promotes positive attitudes and understanding in relation to equality and diversity.○ Raise staff awareness, personal knowledge and skills of the Single Equality Scheme and provide any training required in the strands.○ Ensure that curriculum planning and delivery promotes equality and diversity in terms of age, disability, race, gender, sexual orientation, beliefs and ethnicity.	<i>All protected characteristics</i>	<i>Governing Body/ Headteacher/ SLT Subject Leaders</i>	<i>December 2022 – December 2025</i>	

ACTION 3. WORK FOR EVERYONE: - Work together with stakeholders to ensure effective and equal outcomes for staff and children.

- Ensure that the school curriculum promotes positive attitudes and equality and has impact on the strands of the Single Equality Scheme.
- Raise children's awareness of the diversity of Britain and the different groups which make up their local area, wider UK and global community.
- Raise children's awareness, knowledge and understanding of a range of disabilities.
- Monitor and analyse children's achievement across the different groups within school and act on any trends or patterns in the data that require additional support for children.

All protected characteristics

Governing Body/ Headteacher

December 2022 – December 2025

ACTION 4. OPPORTUNITIES FOR EVERYONE:- Improve opportunities that are provided in school ensuring equal access to all groups within the community.

- Ensure opportunities provided in school have equal access to all groups and children are encouraged to participate in visits, trips, extra-curricular clubs and events.
- Ensure all staff, children, parents, carers and governors are made aware of the range of opportunities available.

All protected characteristics

Governing Body/ Headteacher

December 2022 – December 2025

The Equality Act 2010 protects individuals by law from discrimination (direct or indirect) under the 'protected characteristics' of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

For further information on what is expected of schools regarding the protected characteristics refer to ['Inspecting teaching of the protected characteristics in schools' September 2021](#).

APPENDIX B

Approved Equality Impact Assessment template

PART A) To be completed during the planning /proposal stage. Further sheets should be added where needed.

1. Name of the change, strategy, project or policy:		Single Equality Scheme	
2. Name of person(s) completing this form:		Mrs T V Flannaghan	
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability Sex (Gender) Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships			
5.			Yes No
Is the impact legal/lawful? Seek advice from your School Link HR Service Provider if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty?	Yes, No, or N/A	If yes, please provide details	
Eliminate unlawful discrimination, harassment and victimisation			
Advance equality of opportunity between different equality groups			
Foster good relations between different equality groups			

7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?		
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?		
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?		

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

10.a) 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.		
10.b) 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?		
None		
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	X

Signed: *T.V. Flannaghan*

Date: December 2022

APPENDIX C

Redesdale Primary School Equality Data

Annual Equality Data for publishing – As of January Census 2022

Pupil information by protected characteristics

Number of pupils on roll	312	
DISABILITY PROFILE	Number of pupils	% of pupils
Yes	0	0
No	312	100%
Undeclared	0	0
RACE PROFILE	Number of pupils	% of pupils
Mixed / multiple ethnicity	3	1%
White / White British	299	95.8%
Asian / Asian British	6	2%
Black / African / Caribbean / Black British	1	0.2%
Other	3	1%
RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Christian	299	95.9%
Buddhist	0	0
Hindu	1	0.3%
Muslim	1	0.3%
Sikh	0	0
Jewish	0	0
Other	4	1.3%
No religion / belief	7	2.2%
Prefer not to say	0	0
Undeclared	0	0
GENDER PROFILE	Number of pupils	% of pupils
Male	156	50%
Female	156	50%

We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity.

As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity. Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.