



Single Equality Scheme

Appendix A: GUIDANCE
Appendix B: EQUALITY IMPACT ASSESSMENT
Appendix C: EQUALITY ACTION PLAN

Policy	<i>Single Equality Scheme</i>
Ratified by Governing Body	<i>MARCH 2015</i>
Signed by Chair of Governors	

Contents

Single Equality Statement

School Profile

Roles and Responsibilities

Monitoring and Reviewing

Impact Assessment

Equality Action Plan

Appendices

Equality and Diversity Guidance document

Equality Action Plan

Equality Impact Assessment form

Single Equality Scheme Statement

Ethos and Values

All staff at Denbigh work with one aim in mind, to improve outcomes for children. This includes most importantly their learning, but also and crucially their well-being. Children's personal development is as important as their academic achievement and we are committed to educate the whole child through the guidance and support provided and wider opportunities offered. Children respond well to the many opportunities available and learn to take responsibility from a young age. Ofsted has judged our school as **OUTSTANDING** in all areas. (OCTOBER 2013)

Staff are committed to the safeguarding and protection of every child. Sadly in recent years there have been some tragic events involving children. In response to these and with the aim of securing positive outcomes for all children the Government introduced what is known as 'Every Child Matters'. This seeks to make sure that children achieve and progress in five key areas:

- Enjoy and Achieve
- Are Healthy
- Stay Safe
- Make a Positive Contribution
- Achieve Economic Well-being

In addition to this North Tyneside has its own unique area – Be Spirited – this seeks to develop a child's understanding and appreciation of themselves as individuals, others and the environment.

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 own self-evaluation programme 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 every one 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 promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our School Development 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:

- Ownership for everyone
- Open to everyone
- Opportunities for everyone
- Work for everyone

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.

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 favourably 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

Profile of our School

Denbigh Primary School serves a mixed community and is characterised by significant deprivation ranking at the 9th decile on the IMD. Pupils present in Nursery with particular needs in relation to speech, language and communication and enter well below expected levels. Free School Meals is 34%, though it is a lower than expected level within the context of IMD. Most of our pupils come from Howdon and Riverside wards and these have a much lower level of higher education and higher social class households than the national average. The pupils are well below average on entry, they have low levels of speech language and communication skills and within the first half term 45% have been identified as needing speech, language and communication. Pupils on entry to the foundation stage lack social skills and knowledge of the world. Very few come with any knowledge of letters, sounds and the other pre-requisites of early literacy and numeracy skills. Many of our pupils present with the indicators brought about through deprivation, e.g. hidden harm, general neglect, including the presentation of children, poor nutrition and a lack of cultural opportunities. Levels of SEN are relatively high. The school is relatively large with 400 pupils including nursery and 2 form year groups.

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.

Our 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 2013 North Tyneside's population stands at approximately 200,801. 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.

Key statistics about our residents include:

- 48% are male, 52% female.
- 17% are aged 0-15 years.
- 18% 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 2001 census, our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come to the borough as asylum seekers and economic migrants (including between 500 – 600 new national insurance registrations of foreign nationals per annum). These include those from Eastern Europe, Iran, Afghanistan, and a number of African countries.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low, however – accounting for just 1% 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 2009 Residents' Survey show that 87% think their area is a place where people from different backgrounds get on well together; and 84% feel that people look out for each other in their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures..

Roles and Responsibilities

Governors are responsible for

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

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

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

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

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

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 schools 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/leadership team 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.

Find our Equality and Diversity guidance document at [Appendix A](#)

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 our template Impact Assessment form at [Appendix B](#)

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 our Plan at [Appendix C](#)