



**Single Equality Scheme Statement  
Single Equality Scheme Action Plan  
Equality Accessibility Plan  
Annual Equality Data for Publishing  
Equality Impact Assessment Template**

**Date adopted by Governing Body on 18.05.2021**

**Review Date 18.05.2023**



## Single Equality Scheme Statement

	<h2 style="text-align: center;"><u>Single Equality Scheme Statement</u></h2>
101	<p>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)</p>
201	<p>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:</p> <ul style="list-style-type: none"> <li>● Demonstrate how promoting equality and eliminating discrimination can help raise standards</li> <li>● Ensure that equality and diversity are part of the school’s core business both as a school and as an employer</li> <li>● Promote community cohesion and good relations between people of different backgrounds through education</li> <li>● Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections</li> <li>● Ensure that our equality objectives help complement the outcomes for pupils in school</li> <li>● Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.</li> </ul>
202	<p>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 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.</p>
203	<p><u>Our Key equality and diversity objectives are:</u></p> <ul style="list-style-type: none"> <li>● To involve internal and external stakeholders in the equality process</li> </ul>

	<ul style="list-style-type: none"> <li>● To make our workforce more representative of the schools community</li> <li>● To increase staff and pupil knowledge and understanding of equality and diversity issues</li> <li>● To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.</li> <li>● Ownership for everyone</li> <li>● Open to everyone</li> <li>● Opportunities for everyone</li> <li>● Work for everyone</li> </ul>
204	<p><u>What do we mean by Equality and Diversity?</u></p> <p>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.</p>
205	<p><u>What is discrimination?</u></p> <p>Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.</li> </ul>
206	<p><u>Who does this scheme apply to?</u></p> <p>This equality scheme applies to the following stakeholders:</p> <ul style="list-style-type: none"> <li>● Pupils</li> <li>● Staff</li> <li>● Governors</li> <li>● Parents/Carers</li> <li>● Visitors</li> </ul>
301	<p><b>Profile of our School</b></p> <p>Denbigh Primary School serves a mixed community and is characterised by significant deprivation ranking at the 2nd decile on the IMD. Pupils present in Nursery with particular needs in relation to speech, language and communication and enter well below expected levels.</p> <p>Free School Meals is 51%, though it is a lower than expected level within the context of IMD.</p>

	<p>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.</p> <p>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 458 pupils including nursery and 2 form year groups.</p> <p>The school has 1 disabled child with no gross physical needs. The office area and all entries to school are suitable for disabled access.</p> <p>Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.</p>
302	<p><u>North Tyneside Profile</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Key statistics about our residents include:</p> <ul style="list-style-type: none"> <li>● 48% are male, 52% female.</li> <li>● 18% are aged 0-15 years.</li> <li>● 19% are aged 65 years and over.</li> <li>● 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%).</li> <li>● 21% have a disability or condition which limits their day-to-day activities.</li> <li>● 11% provide unpaid care.</li> <li>● An estimated 1% are Trans (Gender Identity Research and Education Society 2011).</li> </ul>

	<ul style="list-style-type: none"> <li>● An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).</li> <li>● 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).</li> <li>● 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.</li> </ul> <p>According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.</p> <p>After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.</p> <p>These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne &amp; Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.</p> <p>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.</p>
	<h2 style="text-align: center;">Roles and Responsibilities</h2>
401	<p><b>Governors</b> are responsible for</p> <ul style="list-style-type: none"> <li>● ensuring that the school complies with all equality legislation.</li> <li>● approving and adopting the schools single equality scheme</li> <li>● receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved</li> <li>● a named governor will have responsibility for monitoring equality outcomes</li> </ul>
402	<p><b>The Leadership Team</b> of the school will be responsible for</p> <ul style="list-style-type: none"> <li>● promoting the single equality scheme both inside and outside the school</li> <li>● ensuring that all staff fulfil their role with regard to delivering equality</li> <li>● providing reports to the governing body and staff on how the scheme is working</li> <li>● taking appropriate action where discrimination occurs</li> </ul>
403	<p><b>Parents/Carers</b> will:</p> <ul style="list-style-type: none"> <li>● have access to the scheme and be encouraged to support the scheme</li> <li>● have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme</li> </ul>

	<ul style="list-style-type: none"> <li>● have the right to be informed of any incident related to this scheme which could directly affect their child</li> </ul>
404	<p><b>Staff</b> are responsible for</p> <ul style="list-style-type: none"> <li>● engaging with the school in eliminating any discrimination</li> <li>● promoting a positive working environment</li> <li>● showing a commitment to undertaking training and development within this area</li> </ul>
405	<p><b>Pupils</b> will:</p> <ul style="list-style-type: none"> <li>● engage with the school in eliminating any discrimination</li> <li>● promote a positive environment for learning</li> <li>● show commitment to undertaking further learning in this area</li> </ul>
406	<p><b>Visitors</b> to our school will be expected to respect and follow our equality policy.</p>
501	<p><b>Monitoring and Reviewing</b></p> <p>This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.</p> <p>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.</p> <p>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.</p> <p>Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.</p> <p>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.</p>
601	<p><b>Equality Action Plan</b></p> <p>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 Annex A.</p>



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701	<p><b>School Accessibility Action Plan</b></p> <p>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 our accessibility plan at Annex A.</p>
801	<p><b>Impact Assessments</b></p> <p>The school will undertake to 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 Annex B</p>



# Single Equality Scheme Action Plan 2021 – 2023

## Single Equality Action Plan; APPENDIX A

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to in the Single Equality Scheme.

The action plan is structured around our school's key diversity objectives:

1. To involve internal and external stakeholders in the equality process
2. To make our workforce more representative of the schools community
3. To increase staff and pupil knowledge and understanding of equality and diversity issues
4. To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.

Action	Equality (which strand(s) does it impact upon?)	Responsibility (who will be responsible for it?)	Progress
Ensure the materials and content of lessons, particularly when using media images, cover a wide diversity of different cultures and people	Race, Religion/ Disability/ Gender/Faith/Community Cohesion	Headteacher	
Continue to investigate opportunities to liaise more closely with staff from WALLSEND Schools to plan collaborative learning opportunities	Race, Religion/ Disability/ Gender/Faith/Community Cohesion	Phase Leaders	
Review behaviour policies with parents and staff of both schools and share good practice in order to facilitate greater understanding of the needs of pupils at DCPS	Race, Religion/ Disability/ Gender/Faith/	Headteacher & Deputy Headteacher	
Continue to implement identified physical and visual alterations (where necessary)	Disability	All	
Consult with pupils and parents on school physical provision, extra-curricular activities and recreation opportunities in the school	Disability, Gender, Race, Religion/Faith	Business Manager	
Liaise with North Tyneside Capital Team to audit the school's accessibility	Disability	Headteachers & LA	
Review the school's fire and evacuation policy in order to ensure that there are basic procedures for the safe and efficient evacuation of everyone from the school building	Disability	Business Manager	
Review the schools' car park access policy	Disability	Business Manager	
Review timetables, classroom organisation and the use of shared areas across the school building to ensure space is used effectively to meet the needs of all pupils	Disability, Gender, Race, Religion/Faith	Deputy Headteacher	
Report on progress on the Equality and Diversity Strategy	All	Headteacher Governors	
Consult with parents on development of revised Equality Scheme – reviewing progress and future plans	Race, Gender, Disability, Religion/Faith	Headteacher Governors	



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Consult with pupils on development of revised Equality Scheme (including focus on any areas where monitoring data has shown differential impact)	Race, Gender, Disability, Religion/Faith	Headteacher and Governors	
Create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any disabilities they may have. Also to feel comfortable with being open about ethnicity/religious beliefs	Race, Gender, Disability, Religion/Faith	Headteacher & Governors	
Consult with staff (and representatives) on development of revised Equality Scheme – reviewing progress and future plans	All	Headteacher	
Provide a rolling programme of training for teachers/TA's in manual handling	ALL	Headteacher	
Develop second Equality and Diversity Strategy, updating policy if necessary, and revising action plans to have in place second Equality Scheme	All	Headteacher and Governors	
Policy review timetable (to include consultation (where appropriate) Equality Impact Assessment and subsequent publication.	Race, Gender, Disability, Religion/Faith	Headteacher and Governors	
Behaviour Policy, Anti-bullying 'Safe to Learn' Policy, Inclusion Policy, SEN Policy, Critical Incident Policy Reviews			



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# Equality Accessibility Plan

**Date adopted by Governing Body on 22.06.21**

**Review Date 22.06.2023**

	<p><b><u>Equality Accessibility Plan</u></b>  <b><u>Denbigh Community Primary School</u></b></p>
	<p><b>It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.</b></p>
	<p><b>1. <u>Aims of the Plan</u></b></p> <ul style="list-style-type: none"> <li>● To create opportunities for every child to develop and learn</li> <li>● To release potential in people to make the most of themselves</li> <li>● To achieve excellence in standards of education &amp; skill for all children</li> <li>● To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.</li> <li>● To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;       <ul style="list-style-type: none"> <li>○ Eliminate unlawful discrimination, harassment and victimisation;</li> <li>○ Advance equality of opportunity between different groups; and</li> <li>○ Foster good relations between different groups.</li> </ul> </li> </ul>
	<p><b>2. <u>Introduction</u></b></p> <p>This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.</p>
	<p><b>3. <u>Definition of Disability</u></b></p> <p>Disability is defined by the Equality Act 2010 as:</p> <p>"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".</p>
	<p><b>4. <u>Key Objective</u></b></p> <p>To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.</p>

## **5. Principles**

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimisation;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

	<p><b><u>6. About our School</u></b></p> <p>Denbigh Community Primary School's building was opened in 1952. Our accessibility requirements were checked in 2017 by LA Capital Team.</p>
	<p><b><u>7. Activity</u></b></p> <p>The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2021 - 2023 academic years. This plan will become an addition to the school School's Single Equality Scheme.</p>
	<p><b><u>8. Linked Policies</u></b></p> <p>This Plan will contribute to the review and revision of related school policies, e.g.</p> <ul style="list-style-type: none"> <li>● SEN policy</li> <li>● Single Equality Scheme &amp; Action Plan</li> <li>● Equality Impact Assessment Template &amp; Guidance</li> <li>● Equality &amp; Diversity Guidance for schools</li> <li>● Guidance on Publishing of Equality Data for Schools</li> <li>● Curriculum policies</li> <li>● Behaviour</li> <li>● Admissions</li> <li>● Health &amp; Safety</li> </ul>

## Annex A - Accessibility Plan

Access to Information			
Target	Task/strategy	Timescale	Responsibility
e.g. availability of written materials in alternative formats	Use of Website translation tools  Engaging with Virtual School facilities	Immediately as per the need of the child.  Engagement no later than ½ term after need identified	SENDCo/SMT  SENDCo/SMT
Physical Access			
Target	Task/strategy	Timescale	Responsibility
e.g. Improve access to early years outside play to allow wheelchair access	Complete feasibility study on access options  Widen doors where applicable	Autumn 2021	North Tyneside Council  Site Manager
Access To Curriculum			
Target	Task/strategy	Timescale	Responsibility
e.g. Increase the effective EAL provision in school	Appoint specialised support for EAL  Evaluate and implement improved EAL strategy	Specialist in place by October ½ Term  Revised Strategy in place by January 2022	SENDCo/SMT  SENDCo/SMT

## Annual Equality Data for publishing – APRIL 2021

### Pupil info by protected characteristic

Number of pupils on roll	<b>448</b>
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DISABILITY PROFILE	Number of pupils	% of pupils
Yes	2	0.4%
No	0	0%
Undeclared	0	0%

RACE PROFILE	Number of pupils	% of pupils
Mixed / multiple ethnicity	0	0%
White / White British	434	97%
Asian / Asian British	11	2%
Black / African / Caribbean / Black British	3	1%
Other	0	0%

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Christian	77	17%
Buddhist	0	0%
Hindu	3	0.6%
Muslim	1	0.2%
Sikh	0	0%
Jewish	0	0%
Other	4	0.9%
No religion / belief	363	81%
Prefer not to say	0	0%
Undeclared	0	0%

GENDER PROFILE	Number of pupils	% of pupils
Male	221	49%
Female	227	51%

Date Single Equality Scheme was approved	18.05.2021	
Date School Accessibility Plan was approved	18.05.2021	
Date Single Equality Action Plan was approved / Reviewed	<b>Approved</b>	<b>Reviewed</b>
	<b>18.05.2021</b>	<b>2024</b>



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Feel free to include additional sections to this data monitoring, e.g. pupil premium, SEN, EAL, exclusions etc

*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.*

## 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:			
2. Name of person(s) completing this form:			
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).			
<b>Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.</b>			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race Religion/belief Disability 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 Advisor if necessary.			
Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? (this should feed into your Single equality scheme & action plan)		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		
<b>7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?</b>		
<b>8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?</b>		
<b>9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?</b>		

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

<b>10.a)</b> 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.			
<b>10.b)</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?			
<b>11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.</b>	Yes		No

**Signed:** .....

**Date:** .....