

Greenfields

Community Primary School,
Nursery & Pre-School



Equality & Diversity Statement and **Single Equality Scheme**

July 2016

(updated with Annual Equality Data for 2017)

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Greenfields Community Primary School
Equality & Diversity Statement



The governing body of Greenfields Community Primary School have agreed the following statement relating to Equality & Diversity for our school.

INTRODUCTION

The school endeavours to improve all aspects of equality and diversity through fostering good relationships with all equality groups, advancing the equality of opportunity for all and eliminating unlawful discrimination, harassment and victimisation.

By acknowledging the need for governors, school leaders, employees, pupils and trade unions/professional association representatives to work in partnership to improve all aspects of equality and diversity, we anticipate a cultural change will become embedded within our school systems.

KEY DOCUMENTS

The governing body have approved a number of procedures, guidance and templates to meet the school's legal requirements and ensure our commitment to equality and diversity, as follows;

- Single Equality Scheme & Action Plan Guidance and template – to be renewed every 3 years¹
- Equality & Diversity Guidance for schools – which will act as a source of information for all stakeholders
- Equality Impact Assessment (EIA) template & guidance – which will be used whenever a policy/procedure/initiative is developed or changed within school
- Guidance on publishing of equality data for schools – which will be used to produce and publish school data on an annual basis.

CONSULTATION & REVIEW

Where such procedures require amendment, this will be undertaken following consultation and open dialogue with employees and school based trade union/professional association colleagues, prior to adoption by this governing body.

¹ Schools HR Advisory unit recommends to review this every 2 to 3 years, but in line with the Equality Act 2010 it must be reviewed no later than every 4 years.

Greenfields Community Primary School
Single Equality Scheme Statement



This scheme is fully compliant with legislation within the Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

INTRODUCTION

At Greenfields, we believe that the most successful learning takes place when we work together in partnership with parents and carers. This ethos underpins pupils' spiritual, moral, cultural and social development through the curriculum and all other activities.

Our school values statement expresses our beliefs as a school community and sets out the core purpose of our school:

- To provide inspirational learning opportunities, so that every child can achieve their potential, becoming lifelong learners
- To deliver an enriched, meaningful curriculum that engages and motivates children, fostering a love of learning
- To build strong relationships with parents/carers and community partners to maximise learning experiences for all
- To ensure children understand their rights and responsibilities, enabling them to make appropriate behaviour choices, showing care and respect for each other and the world around them
- To create a safe, nurturing environment, in which children strive to be the best they can be and feel pride in their achievements, leaving with self belief, aspiration and memories to treasure

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:

- 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 complement 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 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.

EQUALITY & DIVERSITY OBJECTIVES

Our key equality and diversity drivers are:

- We do not discriminate against anyone on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all groups.
- Through positive educational experiences, we aim to promote positive social attitudes, and respect for all.

WHAT DO WE MEAN BY EQUALITY & 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 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.

WHO DOES THE SCHEME APPLY TO?

This Scheme applies to

- Pupils
- Staff
- Governors
- Parents and Carers
- Visitors
- Extended school users
- Community users

PROFILE OF OUR SCHOOL

PUPIL PROFILE (information taken from the January 2016 school census)	
Number on Roll	Above national average ~ School 365 pupils / National 269 pupils The school provides places for 2-11 year olds. There are two mixed ability classes in each year group (Reception through to Year 6), in addition to morning and afternoon nursery and pre-school provision.
Attainment on entry to school	Broadly typical for developmental age band Profile results and assessments confirm that, whilst attainment on entry of the majority of pupils is broadly typical for their developmental age band in all areas of learning, there is a significant proportion of pupils with complex needs, particularly in communication, language and literacy. This can result in very limited spoken language upon entry, along with considerable personal development needs, e.g. an increasing number are not toilet trained, requiring nappy changing at school and are still dependent upon soothers (dummies) and comfort blankets.
Free School Meals	Above national average 27.4% of pupils were known to be eligible for free school meals, this is a 2.3% increase from 2014 and is the first time that the school FSM figure has been higher than the national average. This again is indicative of a school population that increasingly has more complex needs.
Minority Ethnic Groups	Below national average 5.6% of pupils were from minority ethnic groups, lower than the national average of 30.7%. 94.4% were White British, far higher than the national White British ethnic group of 70.4%.
First language not English	Below national average 2.4% of pupils' first language was not English or believed not to be English, lower than national average of 19.5%.
Special Educational Needs	SEN Support: Above national average SEN Statement or EHC plan: Below national average 16.2% of pupils were receiving SEN support, higher than the national average of 13%. In addition, 0.3% of pupils had a SEN statement or EHC plan, which was lower than the national average of 1.4%.
Mobility	In line with national average Stability was 87.6%, in line with the national average of 85.9%.
School Deprivation Indicator	In line with national average ~ School 0.19 / National 0.24 Whilst the school deprivation indicator is in line with national, these statistics hide the real context within which the school is working; 284 of our pupils (78%) live in areas deemed to be at IMD decile 6 or higher, with 68 pupils (19%) living in areas at IMD decile 8 or higher (where 1 = most advantaged and 10 = least advantaged). An increasing number of children come into school in urgent need of a calm and stable environment. We have a significant number of families with close involvement from Social Care and children experiencing loss, domestic violence, a close family member in prison and serious family illness. In order to meet children's emotional needs, we now deploy two Pupil Support HLTAs to work with the most vulnerable children and families.

STAKEHOLDER PROFILE (information taken from the March 2016 equality monitoring form)	
Gender	60% of respondents were female and 40% were male (62 forms returned)
Age	3% of respondents were under 18 21% of respondents were 25-34 13% of respondents were 45-54 No respondents were aged 65-74 No respondents were aged 18-24 58% of respondents were 35-44 5% of respondents were 55-64 No respondents were 75 or over
Ethnic Origin	95% of respondents described themselves as 'White British' 3% of respondents described themselves as 'Any other White background' 2% of respondents described themselves as 'Other' and stated Turkish
Sexual Orientation	95% of respondents described themselves as 'Heterosexual' 3% of respondents described themselves as 'Gay or lesbian' 2% of respondents preferred not to say
Religion / Belief	2% of respondents Buddhist 2% of respondents Hindu 3% of respondents Muslim 40% of respondents stated 'None' 52% of respondents were Christian No respondents were Jewish No respondents were Sikh 2% of respondents preferred not to say
Disability?	10% of respondents considered themselves to be a person with a disability
Carer?	53% of respondents stated they were not responsible for caring for anyone 42% of respondents stated they were caring for children / a child 2% of respondents stated they were caring for another relative 3% of respondents stated they were caring for someone else

PROFILE OF NORTH TYNESIDE

Located on the north-east coast just to the north of Newcastle upon Tyne, the profile of the borough of North Tyneside contextualises the larger area in which the school sits.

The latest Residents' Survey showed that 94% of residents felt happy living in North Tyneside, and 91% felt that their local area is somewhere they belong.

At the last census, North Tyneside's resident population was 200,801 and this 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 North Tyneside residents:

- 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 last census, North Tyneside's main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However, there are also 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.

Results from the last Residents' Survey showed that 87% thought their area is a place where people from different backgrounds get on well together; and 84% felt that people look out for each other in their neighbourhood.

ROLES & 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 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

Parents and 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.

EQUALITY IMPACT ASSESSMENTS

The school undertakes to impact assess new policies, procedures and practices using the North Tyneside LA template Impact Assessment form and will support staff in engaging with any new practices as necessary.

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.

MONITORING & REVIEW

Our 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 will be used to inform future planning and decision-making.

The Senior Management Team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives and future plans.

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

Greenfields Community Primary School
Single Equality Action Plan



This document details the actions we plan to take over the next three years and is structured around our school's key equality and diversity drivers:

- We do not discriminate against anyone on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all groups.
- Through positive educational experiences, we aim to promote positive social attitudes, and respect for all.

Action	Equality Which strand does it impact on?	Timescale When will it be done by?	Responsibility Who will take the lead for this?
Consider how the curriculum equips pupils to live in a multi-ethnic, diverse and multi-faith society	Race Sexual Orientation Religion/Belief Gender reassignment	2016/17	Phase leaders
Arrange staff training in race equality. Plan actions for the future from feedback	Race	2017/18	CPD co-ordinator
Review provision for pupils who have English as an additional language	Race	2018/19	Senior Management Team
Analyse outcomes data about pupils who are disabled but do not have special educational needs	Disability	2016/17	SENDCo
Consider impact of the Accessibility Plan on disability equality	Disability	2017/18	Headteacher & Governors
Review systems for staff to disclose any impairment so that school can make any reasonable adjustments	Disability	2018/19	Headteacher
Analyse what impact we have already had on age and gender equality in our school	Age Gender	2016/17	Senior Management Team
Consider how curriculum addresses any age or gender stereotypes	Age Gender	2017/18	Phase Leaders
Investigate whether there are any sport and obesity issues, with girls compared to boys.	Gender	2018/19	PE co-ordinator

Greenfields Community Primary School
Annual Equality Data for 2017



Equality Impact Assessments

During 2017, the school adopted the model Equality Impact Assessments provided by the Local Authority for any new or revised policies or procedures. The governing body has undertaken to use LA model policies, procedures and Equality Impact Assessments, which are subject to consultation with critical partners within North Tyneside Council (Governor Services, School Improvement Service and the Community Cohesion Policy Officer) in addition to consultation and open dialogue with employees and school based trade union/professional association colleagues, prior to adoption by the governing body. We ensure that the relevant Equality Impact Assessments are attached to policies when adopted by the governing body.

Pupil Information by Protected Characteristic (data from January 2017 school census)

Number of Pupils on Roll	378
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GENDER PROFILE	Number of pupils	% of pupils
Male	200	52.9%
Female	178	47.1%

DISABILITY PROFILE	Number of pupils	% of pupils
Yes		
No		
Not declared	378	100%

RACE PROFILE	Number of pupils	% of pupils
Mixed ethnicity	3	0.8%
White / White British	366	96.9%
Asian / Asian British	1	0.3%
Black / African / Carribean / Black British	3	0.8%
Other	5	1.2%

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Buddhist	1	0.3%
Christian	121	32.0%
Hindu	2	0.5%
Jewish		
Muslim	3	0.8%
Sikh	1	0.3%
Other	30	7.9%
No religion / belief	170	45.0%
Prefer not to say		
Not declared	50	13.2%

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.