

Greenfields
Community Primary School



**Equality & Diversity Policy
&
Single Equality Scheme**

July 2016

Contents

	Page no
Greenfields' Equality & Diversity Overview Statement	3
Greenfields' Single Equality Scheme Statement	4
Single Equality Action Plan for Greenfields	10
Equality & Diversity Guidance for schools	11
Equality Impact Assessment Guidance for schools	19
Publishing Equality Data Guidance for schools	20
Annual Equality Data for Greenfields	21

Greenfields Community Primary School
Equality & Diversity Overview 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



1. INTRODUCTION

- 101 This document provides guidance for the whole school, and although it is written by the HR Advisory service, it relates to employees and workers, children and young people, governors and members of the wider community.
- 102 This document has been produced to give advice to the school regarding how to promote fairness and equality of opportunity as well as celebrate diversity for all people, particularly in respect of;
- Employment opportunities within the school
 - Those who work or seek to work in a voluntary capacity within the school
 - The way in which the school develops policies that impact upon individuals and the community
 - Educational inclusion issues

This document will also contribute to the school's duty to promote Community cohesion.

2. PRINCIPLES

- 201 All organisations should be free of discrimination, harassment or victimisation on the grounds of these protected characteristics as identified by the Equality Act 2010:
- Race,
 - Gender,
 - Gender reassignment,
 - Disability,
 - Sexual orientation,
 - Religion or belief,
 - Age,
 - Pregnancy and maternity
 - Marriage and civil partnership.
- 202 All schools should have a framework for developing equality within education, service delivery and employment. In order to do this, it is expected that each school will be committed to achieving equality as well as celebrating diversity.
- 203 A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender, race, colour, religion, belief, sexual orientation or disability. All schools should endeavour to promote positive relationships with parents/carers, governors and members of the wider community.
- 204 All individuals should be treated with dignity and respect, and issues dealt with as fairly and openly as possible.
- 205 A workforce that reflects the diverse range of the wider community is better suited to meet the needs of that community.

3. DEFINITIONS

- 301 **3.1 Equality** - It is understood that Equality has taken place when 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 is disadvantaged or discriminated against
 - Creating a better and more efficient working environment
- 302 **3.2 Diversity** - Diversity is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of the school. Diversity is also about promoting good relations between staff and the community to attract and retain talented individuals to reflect the social and ethnic mix of the local community. This will allow the school to deliver education and services that meet the needs of the local people.

4. AIMS & OBJECTIVES

- 401 The school should seek to ensure compliance with relevant legislation. It is believed that when individuals are treated fairly; motivation increases, teaching and learning performance improves and a healthy and positive working environment can be maintained.
- 402 The school should aim to ensure that no one receives less favourable treatment for reasons relating to the protected characteristics as identified by the Equality Act 2010.
- 403 Staff within the school should have a duty to:
- Comply with and promote the school ethos in relation to Equality & Diversity.
 - Be aware of their behaviour and its impact on others
 - Report suspected discriminatory actions
 - Report suspicions of harassment taking place
 - Maximise the development of each child and young person and ensure access to all aspects of the curriculum
 - Adhere to all school policies and procedures in relation to equality and diversity.
 - Enable staff to have equal access to professional development courses.
 - Ensure that individuals who have made, or been involved in, a complaint of harassment or discrimination, are not victimised against.
 - Seek guidance on matters of equality and best practice when they are unsure of the appropriate course of action.
- 404 The school should ensure this is done by:
- Not discriminating against any individual member of staff or pupil on the grounds of their gender, gender reassignment, disability, race, sexual orientation, religion & belief, age, pregnancy & maternity, or marriage & civil partnership.
 - Ensuring that all pupils have equal access to the full range of educational opportunities provided by the school and that the taught curriculum reinforces the principle of equality
 - Removing any forms of indirect discrimination which may form barriers to learning

- Ensuring that all recruitment, selection, promotion, training and development systems are fair and accessible to all
- Challenging stereotyping and prejudice whenever it occurs.
- Celebrating the cultural diversity of our community and showing respect for all minority groups
- Respecting individual differences
- Recognising and valuing the contribution of all staff and pupils
- Providing positive educational experiences and support for all pupils in an attempt to promote positive social attitudes
- Acknowledging that every member of our school community is entitled to a learning environment that promotes dignity and respect for all.
- Not accept any forms of intimidation, bullying, harassment or victimisation.
- Providing positive action measures where appropriate and permissible by legislation
- Providing appropriate in-service training for all staff to ensure they are aware of their role and responsibility in relation to the equalities agenda.

5. LEGISLATION

5.1 Legal Framework

501 The school should take into account and incorporate the following legal framework in relation to Equality & Diversity;

- 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

The Equality Act 2010 replaced the following pieces of legislation;

- The Race Relations Act 1976 (as amended in 2000)
- The Equal Pay Act 1970
- The Disability Discrimination Act 1995 (as amended in 2005)
- The Sex Discrimination Act 1975
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sex Discrimination) Regulations 2005
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

5.2 Discrimination

502 The school should recognise that discrimination occurs when someone is treated unfairly or less favourably than another person. There are several ways in which discrimination can occur;

1. Direct Discrimination – When someone is treated less favourably than someone else because of a protected characteristic, e.g. their race, gender, gender reassignment, disability, religion & belief, sexual orientation, age, marriage & civil partnership, pregnancy or maternity.

2. Indirect Discrimination – When a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim. For example, it can occur when you have a rule or policy that applies to everyone but disadvantages a particular protected characteristic. In employment law this applies to Age, Race, Religion & Belief, Gender, Gender reassignment, Sexual Orientation and Marriage & Civil partnership.
3. Associative Discrimination – Associative discrimination is a form of direct discrimination which occurs against someone because they are associated with another person who possesses a protected characteristic. This applies to Race, Religion or belief, Sexual Orientation, Age, Disability, Gender and Gender Reassignment.
4. Discrimination by Perception – Discrimination by perception is a form of direct discrimination which occurs against someone because the others think they possess a protected characteristic. This applies to Age, Race, Religion or belief, sexual orientation, Disability, Gender Reassignment and Gender.
5. Victimisation – This has a very specific meaning in discrimination law. It does not just mean singling some-one out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation. For example, it can occur when someone is treated badly because they have made or supported a complaint or grievance. This applies to Age, Disability, Gender, Gender reassignment, Race, Religion & Belief, Sexual Orientation, Marriage & civil partnership and Pregnancy & Maternity.
6. Harassment – Conduct which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident. Harassment can be related to a person's Age, Disability, Gender, Gender Reassignment, Race, Religion & Belief and Sexual Orientation. The Equality Act 2010 also brought in changes to harassment legislation meaning that employees can now complain of behaviour they find offensive even if it is not directed at them. For example, a member of staff who does not have a protected characteristic is now able to claim harassment on the grounds that the actual harassment of another member of staff has led to an offensive environment to work in.
7. Harassment by a third party – This is where an employer can be potentially liable for harassment of their staff by people they don't employ. This applies to Gender, Age, Disability, Gender Reassignment, Race, Religion & belief and Sexual Orientation.

The School should also recognise that, in respect of its staff, unlawful discrimination can occur before or during the employment relationship, or even after it has ended. The school should not tolerate any form of discrimination or harassment from employees, students or the public and should work to improve attitudes and actions.

6. SPECIFIC ROLES IN RELATION TO THE PROMOTION OF EQUALITY

- 601 **6.1 The Role of the Governing Body** - The Governing Body have responsibility for:
- Adoption and compilation of the Single Equality Scheme & Action Plan, in co-ordination with the School Management Team.
 - Ensuring that Equality Impact Assessments are reviewed.
 - Setting out its commitment to equal opportunities in the Single Equality Scheme and continuing to do all it can to ensure that all members of the school community are treated fairly and with equality.
 - Ensuring that no one is discriminated against when applying for jobs at its school on account of their Gender, Gender reassignment, Race, Sexual orientation, Religion & Belief, Age, Disability, Marriage & Civil Partnership and Pregnancy & maternity.
 - Taking all reasonable steps to ensure that the school environment gives access to disabled people.
 - Reviewing the arrangements for disabled pupils on an annual basis
 - Welcoming all applications to join the school, whatever background or disability a child may have, and make every effort to make reasonable adjustments to the premises, facilities, school services and curriculum in order to enable disabled pupils and staff to have access to the school's services and curriculum
 - Ensuring that no child is discriminated against whilst in its school, on account of their Gender, Gender Reassignment, Race, Sexual Orientation, Religion & Belief, Pregnancy & Maternity and Disability. For example, all children should have access to the full range of the curriculum and regulations regarding school uniform will be applied reasonably and equally to boys and girls. When the school uniform affects a child's religion, then the School will deal with each case sensitively and with respect for the child's cultural traditions.
 - Ensuring that the school's policies, procedures and strategies are carried out and monitored with appropriate Equality Impact Assessments (EIAs).
 - Being involved in dealing with serious breaches of the Equality & Diversity policy in sub-committees, with awareness of the need for potential appeal.
- 602 **6.2 The Role of the Headteacher** - The Headteacher should have responsibility for:
- Implementing the school's Single Equality Scheme and Action Plan within school
 - Undertaking Equality Impact Assessments for relevant actions, policies, procedures and changes in school.
 - Providing appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
 - Ensuring that all staff are aware of their responsibilities in relation to Equality & Diversity.
 - Ensuring that all staff appointment panels give due regard to this guidance in order that no-one is discriminated against when it comes to employment, pay, performance management, promotion and training matters.
 - Promoting the principles of Equal Opportunity and Diversity when developing the curriculum as well as promoting respect for other people in all aspects of the school's work, for example through assemblies, displays and the PSHE and RE Curriculum.
 - Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.

- Encouraging staff to intervene in a positive way against any occurrence of discrimination.
- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness (seeking advice from Human Resources where relevant)
- Provide the governing body with appropriate data to enable them to monitor equality.
- Making the Governing Body aware of any serious incidents involving equality or diversity implications.

603 **6.3 The Role of Staff** - All individuals should have responsibility for:

- Contributing to the school with achieving the objectives and actions contained in the school Single Equality Scheme.
- Adhering to the School's Equality & Diversity guidance.
- Ensuring that all staff, adults and pupils are treated fairly, equally and with dignity and respect.
- Not discriminating against any member of staff, adult or pupil.
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images of ethnic minorities and that challenge stereotypical images of all minority groups.
- Taking care when designing long term planning, paying due regard to the use of this guidance to direct the choice of topic to study, and in how to approach sensitive issues.
- Challenging any incidents of prejudice or discrimination and reporting to the Headteacher or Governing Body as appropriate.

604 **6.4 The Role of North Tyneside Council** - North Tyneside Council, via the HR Advisory service, will support the school with;

- Providing advice, guidance and support to the School, the Headteacher 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.

7. RECRUITMENT, RETENTION & PROGRESSION

701 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.

8. MONITORING & REVIEW

801 The School should recognise that equality and diversity action and progress needs to be monitored and analysed. In order to do this the school should:

- Assess the impact of its policies, practices and procedures and where necessary set new targets.
- Review the schools Equality and Diversity Guidance, Single Equality Scheme and Action Plan in line with current legislation and any other improvements identified.
- Monitor the recruitment and selection process, to ensure that no individual applying for a post at the school is discriminated against.
- Monitor the school behaviour and exclusions policies, to ensure that pupils from minority groups are not disadvantaged as a result of the application of these procedures.
- Monitor the use of services to ensure that each and every section of the wider community has equal and fair access to services provided.
- Monitor the non-use of school services and take action if barriers to access school services exist. It is suggested that the school could do this through the use of pupil data, parent, staff and governor questionnaires and other similar systems.
- Undertake workforce profiling, including the monitoring of school workforce and pupil demographics. Where this indicates under representation of particular equality groups, advice should be sought from the School Link HR Advisor and action taken where possible to improve the imbalance using the provision for positive action that exists within equality legislation.
- Recognise that the needs of all children and young people, their parents and staff working within the school are the key to successful policy, procedure and practice. At all times the school should seek to ensure true representation of the community by ensuring information is available in alternative formats and languages and that meetings are held in accessible buildings and at suitable times.

9. EQUALITY PLANNING

- 901 The school needs to develop a Single Equality Scheme and Equality Action Plan to meet its objectives of fair treatment and equal representation within the workplace and in terms of education and service delivery. The school should integrate the actions arising from the Equality Action Plan into the school planning process so that all equality work is mainstreamed and recognised throughout the school as an essential element of delivering quality education, services and fair treatment. Development work will be undertaken to include equality actions into the school performance management system, allowing members of staff the opportunity to directly impact upon improvement in Equality and Diversity.

10. OCCUPATIONAL HEALTH, SAFETY & WELFARE

- 1001 The School has a responsibility to provide a safe working environment for all employees. It is recommended that schools publish and promote policies that support staff wellbeing. Example of policies which are designed to support staff include:
- Bullying and Harassment guidance
 - Appraisal Policy & Procedure
 - Capability Procedure
 - Redundancy Policy & Procedure
 - Leave of Absence Policy
 - Attendance Management Policy
 - Rarely Cover Policy
 - Health and Safety Policy
 - Grievance Procedure
 - Group Dispute Policy & Procedure
 - Dismissal Procedure
 - Whistleblowing Policy

11. COMPLAINTS

- 1101 The School should encourage all stakeholders to make suggestions to improve its education provision and services. Where dissatisfaction exists service users should be encouraged to raise their complaint through the School's Complaints Procedure. This will allow any trends and equality/diversity issues to be identified.

Staff also should be made aware of the School Grievance procedure in the event that they wish to raise any concerns.

12. SINGLE EQUALITY DUTY

- 1201 There are statutory duties placed on schools in terms of equality legislation, the latest revision being the Equality Act 2010 which harmonises discrimination law and strengthens the law to support progress on equality.

It is anticipated that the public sector Equality Duty will ask schools to have due regard to

- Eliminate unlawful discrimination, harassment and victimization;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups.

1202 **12.1 All Schools** - Schools will need to collect the relevant information in order to meet the legal requirement to conduct equality analysis on employment policies and practices. Listed bodies, including schools, are required to publish the details of any analysis which takes place and any information used in that analysis.

12.1.1 Publishing Equality Impact Assessments - There is the requirement to publish the details of the Equality Impact Assessments (EIAs) undertaken regarding policies and practices in school. This is in order to demonstrate the following;

- Any analysis the school has undertaken to establish whether policies and practices further the aims of the equality duty
- Any information the school has considered when undertaking that analysis
- Details of engagement the school has undertaken with interested parties concerning fulfilling the equality duty

1203 **12.2.2 Publishing data on tackling gaps** – Schools may also find it helpful to publish the action taken to address any information gaps, to ensure that stakeholders are clear about what they are trying to achieve. This includes how gaps will be filled and who is responsible for doing this.

12.2.3 Publishing details of progress with Equality Scheme Action Plan Objectives - Schools must publish their equality objectives no later than April every year. The Schools HR Advisory Unit provide a single equality scheme and action plan template.

After setting equality objectives in the Equality scheme action plan, schools are expected to publish information at least annually, that enables them and the public to measure how successful they have been.

12.2.4 Publishing Equality data on School Websites - Although there is no legal requirement to publish equality data on the internet, in order to make the data easily accessible to all stakeholders it is recommended best practice to place the equality data on the school website. It is therefore recommended that schools advertise the following documents on their websites;

- Single Equality Scheme
- Equality Action plan (including data on how the school is tackling equality gaps)
- Data to meet with Single Equality duty
- Equality Impact Assessment Information

13. CONCLUSION

1301 In development of the above guidance the HR Advisory service has consulted with critical partners within North Tyneside Council, namely Governor Services, School Improvement Service and the Community Cohesion Policy Officer.

It is recommended that schools follow the above guidance from the Schools HR Advisory Service in order to ensure that schools meet their legislative requirements as well as adhere to best practice.