



Single Equality Scheme

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Single Equality Scheme Statement

Carville Vision

At Carville, we want:

- Children and families to recognise the vital role of learning in shaping the world of their future
- Every day to be a learning adventure which builds on children's natural curiosity and enthusiasm for learning
- Children to take responsibility for the choices they make
- Children to be confident, independent, creative thinkers
- Respect for ourselves and each other to be central to everything we do
- Every decision we take to have a positive impact on children's learning
- Every member of our school community to feel safe and valued

In agreeing this Single Equality Scheme the Senior Leadership team and Governing Body has considered the school vision and the Carville Promise.

The Single Equality Scheme aims to integrate equality into the school's core principles and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters 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 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.

Our Key equality and diversity objectives are:

1. To continue to involve stakeholders in the equality process.
2. To ensure that our recruitment practices are designed to attract candidates from as wide a pool as possible; balancing gender, local community make-up and ethnicity.
3. To increase pupils' knowledge and understanding of different religious groups.
4. To ensure that the needs of in-year intake pupils (particularly EAL and asylum seekers) are assessed and actions agreed as soon as possible on entry.
5. To increase staff and pupil knowledge and understanding of equality and diversity issues.

In addition, we will continue to use our Pupil Premium Funding to close the gap and raise attainment for disadvantaged pupils.

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 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.

This Scheme applies to our

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

The School in Context

Pupils

- Carville Primary School is located in the Wallsend area of North Tyneside and is a smaller than average primary school with 186 pupils on roll¹.
- The local authority index of multiple deprivation (IMD) based on the distinct dimensions of deprivation, categorises the school as 2² (1 being the most deprived).
- Our school community draws pupil's families from both North Tyneside and Newcastle addresses and draws pupils from very deprived wards in both local authorities. 34% of pupils on roll live outside of North Tyneside.
- 52% pupils are girls and 48% pupils are boys.
- Free school meal entitlement (FSM⁶) is significantly higher than the national average:

2017	2018	2019
62%	57%	54%

- The school has a diversity of EAL and minority ethnic groups. There are 47 pupils (25%) from an 'Other than white British' background. 22% of pupils have English as an additional language.
- Three pupils on roll in September 2019 are from families that have declared they are seeking asylum.
- The January 2019 census showed that 39 (21%) of our on-roll number had SEN requirements.
- The main religious groups for pupils are Christian and Muslim with a significant proportion of parents stating that their child had no religion³.
- Sexuality data is not collected for pupils.
- In September 2019, no pupil used a wheelchair or other mobility aid, no pupil was classed as visually or hearing impaired.

Staff⁴

The average age of staff in the school is 39.

The majority of staff are female.

30% of staff, who chose to declare a religion, consider themselves to be of a Christian domination.

0% of staff have declared a disability.

0% of staff are from an ethnic group "Other than white".

¹ January 2019 Census Data

² 41% of pupil on roll in 2018-19 were categorised in IMD 2 and 34% of pupils on roll in 2018-19 were placed in IMD 1 (LA data Pack September 2019).

³ Provided by parents in September 2019.

⁴ Provided by staff in September 2019.

Other Service Providers

The majority of the school's other service recipients are parents and carers. Data received from parents (November 2019) shows that:

81% of primary carers are female.

12% of parents / carers declared a disability.

12% of parents / carers declared that they cared for an adult or child with additional needs.

72% consider themselves to be White British. 16% consider themselves to be from any other White background. 12% consider themselves to be of Asian background.

73% of parents identified themselves as heterosexual, 8% as bisexual, 8% as gay and 0% as transgender. 12% preferred not to say.

The majority of respondents, 58% declared None in response to religious beliefs. 23% declared Christian beliefs and 19% Muslim.

Accessibility

The school is one-level only. The main entrance is accessible via steps or a ramp. Access is controlled from the school office. The school has one parking space designated for disabled users only. The site has two accessible lavatories and double fire-door access to public areas such as the hall.

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.

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.

As of January 2014, North Tyneside's population stands 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.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% 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 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani and African. 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, Buddhist and Hindu.

These are extremely low, however – accounting for just 1.5% 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 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.

Roles and Responsibilities

Governors are responsible for:

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



EQUALITY & DIVERSITY WHOLE SCHOOL GUIDANCE NOTE

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GUIDANCE NOTE

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 the following list of 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, 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

3.1 Equality

301 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

3.2 Diversity

302 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 and 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 list of protected characteristics as identified by the Equality Act 2010. (See section 2)

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
- To adhere to all school policies and procedures in relation to equality and diversity.

- To enable staff to have equal access to personal and 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.

5.3 Faith Schools

Schools which have a religious character or ethos / Faith schools may have admissions criteria which give preference to members of their own religion. The Equality Act 2010 allows for this and does not deem this to be discrimination.

The Equality Act 2010 however does not allow faith schools to discriminate because of any other of the protected characteristics. Nor does it allow them to discriminate because of religion in other respects, such as by excluding a pupil or subjecting him to any other detriment.

Below are some examples provided by the Equality Act 2010;

- A Muslim school may give priority to Muslim pupils when choosing between applicants for admission (although the Admissions Code will not allow it to refuse to accept pupils of another or no religion unless it is oversubscribed). However, it may not discriminate between pupils because of any other of the protected characteristics, such as by refusing to admit a child of the school's own faith because she is black or a lesbian.
- A Jewish school which provides spiritual instruction or pastoral care from a rabbi is not discriminating unlawfully by not making equivalent provision for pupils from other religious faiths.
- A Roman Catholic school which organises visits for pupils to sites of particular interest to its own faith, such as a cathedral, is not discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils.

6. Specific Roles in Relation to the Promotion of Equality

6.1 The Role of The Governing Body

601

The Governing Body should have responsibility for:

- Adoption and compilation of the Single Equality Scheme & Action Plan, in coordination 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 (EIA's).
- Being involved in dealing with serious breaches of the Equality & Diversity policy in sub-committees, with awareness of the need for potential appeal.

6.2 The Role of the Head Teacher

602 The Head Teacher 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. (And 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.

6.3 The Role of Staff

603 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 Head Teacher or Governing Body as appropriate.

6.4 The Role of North Tyneside Council

604 North Tyneside Council (in partnership with Balfour Beatty), via the HR Advisory service, (where schools buy into the HR Advisory SLA) will support the school with;

- Providing advice, guidance and support to the School, the Head Teacher 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 and 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 and 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. (See Equality Impact Assessment Template and guidance from the HR Advisory unit)
- 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 Plan⁵ 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 and 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

⁵ See Single Equality Scheme guidance and Equality Action plan template.

- 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.

In order to meet the duty, it is recommended that each school has a Single Equality Scheme and Action Plan. It is also recommended that schools report on an annual basis on the outcome of your equality monitoring, equality impact assessments (EIA's) and progress which the school has made in relation to their Equality Action Plan.

12.1 All Schools

1202 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 (EIA's) you have undertaken regarding policies and practices in your 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 Schools with 150 staff or more

In addition to the duties on all schools involving publishing Equality Impact Assessments (EIA's), schools with 150 staff or more are also required to do the following every year.

12.2.1 Publishing data on Single Equality Duty

Further to the introduction of the Equality Act 2010, all public bodies, including schools with more than 150 staff, from April 2012, are required to annually publish equality data relating to their workforce.

Your aim should be to provide as complete a picture as possible across all three aims of the duty (see 1202 above), covering as many of your relevant functions as possible and in relation to all of the protected characteristics.

The EHRC (Equality & Human Rights Commission) would normally expect to see the following:

- the race, disability, gender and age distribution of your workforce
- an indication of likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result *
- an indication of any issues for transsexual staff, based on your engagement with transsexual staff or voluntary groups
- gender pay gap information
- grievance and dismissal

If you are concerned about the sensitivity or confidentiality of your data please seek advice from your schools link HR Advisor.

12.2.2 Publishing data on how you are tackling gaps

You may also find it helpful to publish the action you are taking to address any information gaps, to ensure that your stakeholders are clear about what you 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

You must publish your equality objectives no later than April every year. We recommend that you use the single equality scheme and action plan template provided by the Schools HR Advisory Unit.

Remember that after you have set your equality objectives in your Equality scheme action plan you will be expected to publish information that enables both you and the public to measure how successful you have been. You need to do this at least annually.

12. 2.4 Publishing Equality data on School Websites

Although there is no legal requirement to publish equality data on the intranet, in order to make the data easily accessible to all stakeholders it is recommended best practice to place the equality data on your school website. It is therefore recommended that 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 (as above)
- Equality Impact Assessments

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 Schools HR Advisory Service in order to ensure that schools meet their legislative requirements as well as adhere to best practice.

Equality Impact Assessment Template

Full Equality Impact Assessment – Template

PART A) To be completed prior to assessment consultation and research

1. Name of the change, strategy, project or policy:	
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2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:	Mr Rob Harker Headteacher
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3. What is the main purpose and outcomes of the change, strategy, project or policy?	
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4. List the main activities of the policy, project or change (for strategies list the main policy areas).	
	Targets and strategies set out with clearly indicated outcomes with specific timeframes.

5. Who will the project, policy or change mainly impact upon?:	
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6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a

- A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or
- B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

<i>Equality Target Group:</i>	<i>Positive impact – it could benefit</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>
<i>Race</i>			
<i>Religion and Belief</i>			
<i>Disability</i>			
<i>Gender (and Gender Identity)</i>			
<i>Sexual Orientation</i>			

Age			

7.a) If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
<i>Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.</i>		
<i>Is the impact intended?</i>		
7.b) Could you minimise or improve any negative impact? Use the space below to detail how.		
7.c) Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		

<p>8. Examine available data and research to assess likely impact (including research, studies, reports, audits, surveys and feedback available to the school)</p> <p>Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.</p> <p>Race:</p>
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Religion and Belief:
Disability:
Gender (and Gender Identity):
Sexual Orientation
Age:

9. Where, if any are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.
Race:
Religion and Belief:
Disability:
Gender (and Gender identity):
Sexual Orientation:

Age:
10. Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?

11. a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and pupils where relevant)
b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?

<i>Equality target groups</i>	<i>Summary of consultation carried out or planned</i>
<i>Race:</i>	
<i>Religion and Belief:</i>	
<i>Disability:</i>	
<i>Gender (and Gender Identity):</i>	
<i>Sexual Orientation:</i>	

Age:	

12. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

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13. Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

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14. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

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Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.

Signed **Date:**

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

15. a) As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

15. b) As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

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16.a) <i>Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?</i>	Yes		No	
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16.b) Please explain how this will be done?

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17. Please explain how you aim to publish the result of the assessment?

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Signed: **Date:**

Print Name:

Equality Action Plan



Carville Primary School Equality & Diversity Action Plan 2019 - 2022

Ratified by Governors 2nd October 2019

Policy Authorisation

Authorised Date	By	Version
October 2019	Governors	1.0

Date of Review	Changes made	Date of Next Review
September 2020		

Single Equality Action Plan

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 objectives in this plan have been written following the evaluation of equality information provided by service users including pupils, parents, Governors and staff.

Carville Primary School equality and diversity objectives for 2019 – 2022 are:

6. To continue to involve stakeholders in the equality process.
7. To ensure that our recruitment practices are designed to attract candidates from as wide a pool as possible; balancing gender, local community make-up and ethnicity.
8. To increase pupils' knowledge and understanding of different religious groups.
9. To ensure that the needs of in-year intake pupils (particularly EAL and asylum seekers) are assessed and actions agreed as soon as possible on entry.
10. To increase staff and pupil knowledge and understanding of equality and diversity issues.

Objective	1. To involve stakeholders in the equality process		
Timescale	Continuous	Responsibility	RH/DE
1(a)	Continue to use the "Parents' Forum" to identify issues in relation to school policies and procedures. <ul style="list-style-type: none"> To hold at least six "Parents' Forum" events during the academic year. 		
Progress			
1(b)	To regularly review Ofsted "Parent View" and other parent feedback forms to identify emerging issues and areas of concern for parents. <ul style="list-style-type: none"> To look at "Parent View" on at least a half-termly basis. 		
Progress			
1(c)	To provide regular feedback to the Governing Body and other appropriate agencies in regard to the school's requirements under the Equality Act 2010. <ul style="list-style-type: none"> To present equality data to the Governing Body on at least an annual basis. 		
Progress			
1(d)	To continue to collect data from service users with regards to all aspects of equality and diversity. <ul style="list-style-type: none"> Information will be collected and analysed on an annual basis. The pupil starter pack will include forms to collect equality information for new service users. New Governors will be asked to complete a data form on appointment. 		
Progress			

Objective	2. To ensure that our recruitment practices are designed to attract candidates from as wide a pool as possible; balancing gender, local community make-up and ethnicity.		
Timescale	Continuous	Responsibility	RH/DE
2(a)	To monitor applications for vacancies to identify significant factors. <ul style="list-style-type: none"> To review the recruitment process if necessary to ensure vacancies are attracting representative candidates. To consider advertising in specialist press to widen the candidate pool (if necessary). 		
Progress			
2(b)	To request supply staff from different ethnic groups and gender to ensure that positive role models are seen. <ul style="list-style-type: none"> To review supply staff arrangements to ensure that outstanding male and BME teachers are used as often as possible in all key stages in the school. 		
Progress			

Objective	3. To increase pupils' knowledge and understanding of different religious groups and cultures.		
Timescale	Continuous	Responsibility	SLT
3(a)	To review the RE curriculum in line with national requirements. <ul style="list-style-type: none"> Ensure that all teachers are aware of the requirements of the curriculum To arrange for visitors to the school to speak about different religions To visit different centres of worship in the local area 		
Progress			
3(b)	To continue to support different cultural events. <ul style="list-style-type: none"> To celebrate Commonwealth Day To celebrate Chinese New Year To hold a Remembrance Event; inviting parents and other service users To invite visitors to the school to speak about different cultural experiences. 		
Progress			

Objective	4. To ensure that the needs of in-year pupils (particularly EAL and asylum seekers) are assessed and actions agreed as soon as possible on entry.		
Timescale	Continuous	Responsibility	SLT: Monitoring T / TA: Delivery
4(a)	To undertake in-take assessments on arrival. <ul style="list-style-type: none"> Referring the pupil to specialist support for any identified additional needs. Agreeing any translation requirements for parents to ensure key information is relayed. 		
Progress			
4(b)	To ensure the child is made to feel welcome to class. <ul style="list-style-type: none"> Agree a buddy system for the pupil for the first few weeks in class. 		
Progress			

Objective	5. To increase staff and pupil knowledge and understanding of equality and diversity issues		
Timescale	Continuous	Responsibility	RH, SLT, Governors
5(a)	<p>To assess the PSHE curriculum in line with statutory RSE guidance to ensure that equality and diversity issues are comprehensively covered.</p> <ul style="list-style-type: none"> • To monitor incidents of racist, homophobic, disabled or sexist behaviour by pupils. • To design specific modules (if required) to tackle behaviour as above. • To work with parents and other agencies to deal with pupil specific behaviour in relation to the above areas on a one-to-one basis. • To deliver parent workshops to help parents understand and tackle inappropriate behaviour. 		
Progress			
5(b)	<p>To deliver (if necessary) specialist training to ensure that staff have a comprehensive understanding of equality and diversity issues.</p> <ul style="list-style-type: none"> • Monitor complaints of racist, homophobic, disabled, or sexist behaviour by staff and others. • To identify key issues for staff training in relation to dealing with pupil behaviour. • To ensure that all staff are aware of the reporting process for dealing with inappropriate behaviour or comments. 		
Progress			
5(c)	<p>To ensure that all staff have the skills to identify pupils at risk of possible radicalisation.</p> <ul style="list-style-type: none"> • To arrange for training to be provided by Northumbria Police. 		
Progress			