

Spring Gardens Primary School



Single Equality Scheme

Date adopted by Governing Body on: May 2020

Review Date: May 2022

(Equality Data update May 2021)

Single Equality Scheme Statement

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Spring Gardens Primary School is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally, physically and educationally. We believe it is essential to provide a well balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability [SEND], receive a high quality, accessible and inclusive curriculum.

We are committed to promoting equality of opportunity regardless of race, belief, disability, sexual orientation, gender or class and to provide equality of access for all. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences; these include social, physical, moral and spiritual development. We strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

'The school makes every effort to promote equality of opportunity by including all pupils, whatever their need or disability. It ensures that all pupils are happy in school and that they care for each other without discrimination. This contributes to the positive relationships, behaviour and safety within the school. Pupils' spiritual, moral, social and cultural development is outstanding because teachers help pupils to reflect, work together in harmony and celebrate their similarities and differences.'
Ofsted December 2014

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

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

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This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our 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:

- To increase staff and pupil knowledge and understanding of equality and diversity issues
- To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.
- To understand that all learners are of equal value, recognising that diversity is a strength within our community that is celebrated.
- Mutual respect, positive attitudes and relationships are promoted.
- We all belong to a community that works well together to promote positive outcomes for all embracing the school's vision of **Caring, Learning, Achieving**.
- Equality and diversity applies to all members of our community, adults and children alike. We ensure that all policies and procedures benefit all employees.
- We have high standards and expectations that all children regardless will and can achieve their potential and the school strives to fulfil this at every opportunity

Checklist of Key points for School Leaders and Governors

- Information from pupils and staff and parents is used to improve the provision.
- Pupil achievement is monitored by sub group. Trends or patterns in the data inform intervention and improvement plans.
 - All pupils are encouraged to participate fully in all aspects of school life. Representation in school events, assemblies, the school council, house leaders and clubs is monitored.
 - All pupils are given opportunities to participate in physical activity. Some pupils with additional needs may have individual fitness programmes.
 - We are pro-active in safeguarding against bullying.
 - Stereotypes are actively challenged.
 - Pupils are encouraged to participate in activities that are not gender stereotyped.
- The school environment is as accessible and welcoming as possible to all visitors.
- All parents are encouraged to participate in their child's education.
- The Governing body is pro-active in ensuring it is representative of the pupils, staff, and local community that it serves.
- Key employment issues are considered- these are typically;
 - Recruitment
 - Managing flexible working
 - Managing parental and carer leave
 - Managing pregnancy and return from maternity leave
 - Managing return to work
 - Grievance and disciplinary procedures
 - Equal pay
 - Work based training opportunities

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.

Who does this scheme apply to?

This equality scheme applies to the following stakeholders:

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

Profile of our area

Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

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 was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

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.

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.

Our School Profile

Spring Gardens Primary is a larger than average sized primary school. It serves a mixed community and is characterised by significant deprivation ranking at the 2nd decile on the IMD. Pupils present in Nursery with particular needs in relation to speech, language and communication and enter well below expected levels. Free School Meals is 33%, though it is a lower than expected level within the context of IMD. Most of our pupils come from Riverside and Chirton wards and these have a much lower level of higher education and higher social class households than the national average. The pupils are well below average on entry, they have low levels of speech language and communication skills and

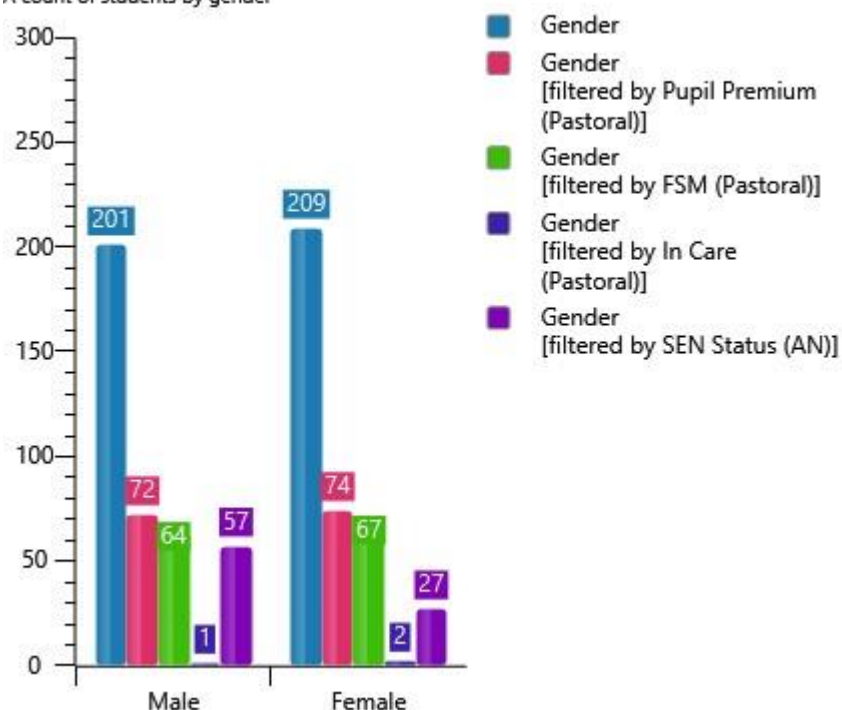
within the first half term 40% are usually identified as needing speech, language and communication. Pupils on entry to the foundation stage lack social skills and knowledge of the world. Very few come with any knowledge of letters, sounds and the other pre-requisites of early literacy and numeracy skills. Many of our pupils present with the indicators brought about through deprivation, e.g. hidden harm, general neglect, including the presentation of children, poor nutrition and a lack of cultural opportunities. Levels of SEN are relatively high. Our school is relatively large with 412 pupils including nursery and 2 form year groups. We run a breakfast club each morning. A private provider offers after-school care on the school site. The office area and all entries to school are suitable for disabled access.

The vast majority of our pupils are of White British background and few speak English as an additional language.

School Role [Correct May 2021]

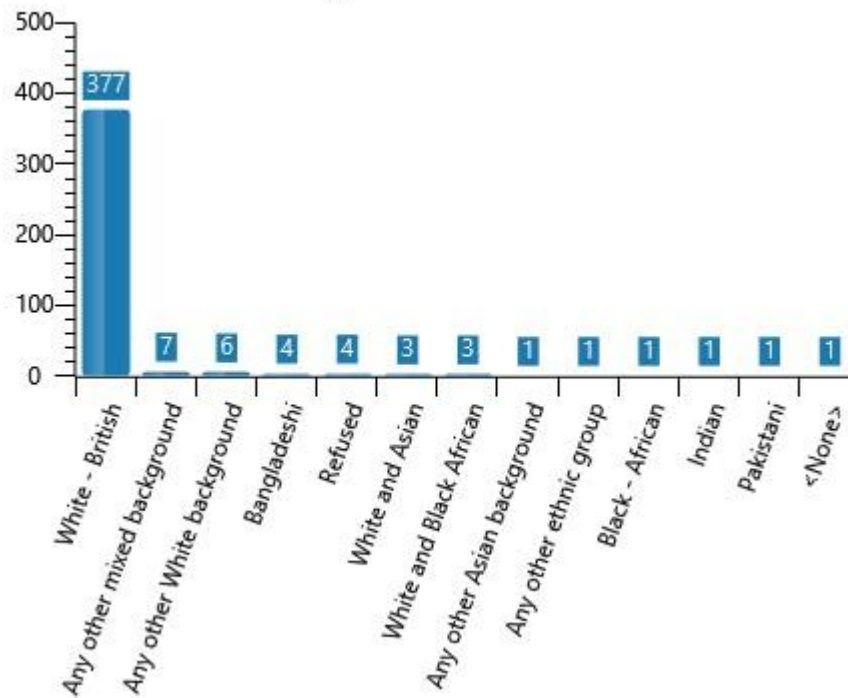
Student Total by Gender

A count of students by gender



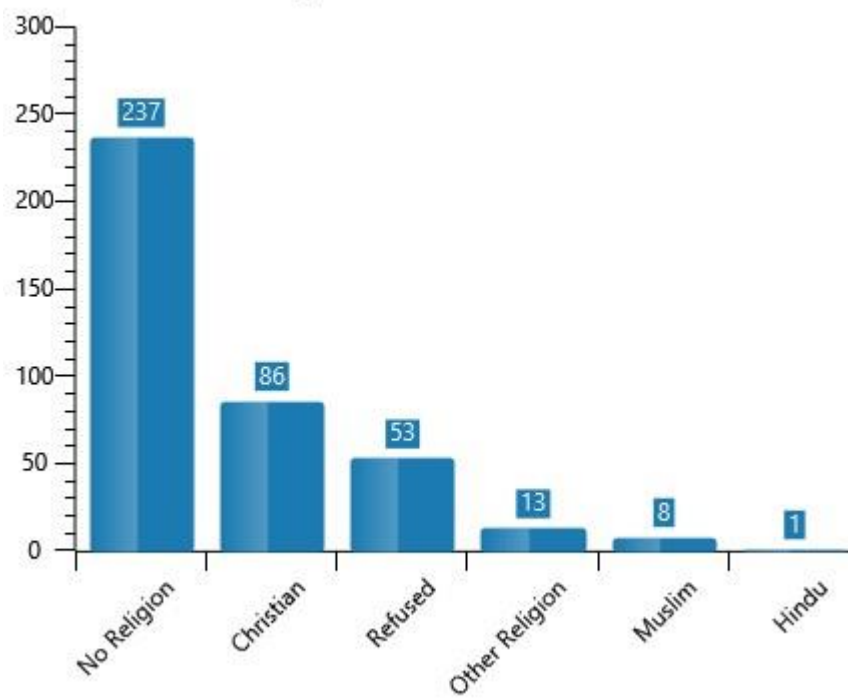
Student Totals by Ethnicity

A count of students with each ethnicity



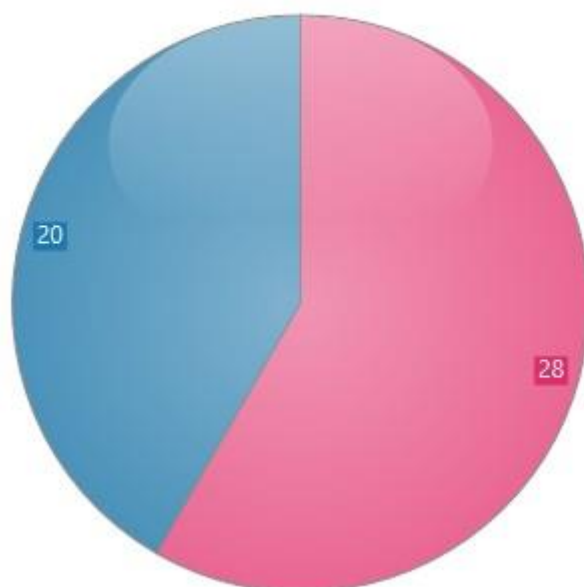
Student Totals by Religion

A count of students with each religion



Staff Totals by Teaching Status

A count of staff by their teaching status as either teaching or support.



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 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/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 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

Pupils will:

- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in 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.

What are we doing?

What we are doing to eliminate discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, ability, religion or belief, sexual orientation or gender reassignment.

Behaviour, Exclusions and Attendance:

- The school policy on Behaviour and Achievement takes full account of the new duties under the Equality Act.
- We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying:

- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We have a zero tolerance approach to all forms of prejudice and bullying.

- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We treat all bullying incidents equally seriously.
- We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.
- We review this data termly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups:

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability or special need. This can be found in more detail as part of our Inclusion Policy and SEND information pages.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We take action to close any gaps and this drives our school development plan, to ensure ALL children achieve.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups. Our attendance and welfare team are responsible for monitoring the attendance of all pupils and taking immediate action if any concerns arise.
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, ensure we are sufficiently prepared if a Visually Impaired, Hearing impaired or non English speaking pupil joins our school. This may involve the support of additional agencies within the Local Authority.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils. All teachers are teachers of ALL pupils and high quality teaching is paramount to the achievement of all groups of learners. As part of the inclusion policy, staff know what action to take if they have any concerns about a student who is not making at least expected progress.
- We provide support to pupils at risk of underachieving as part of our Inclusion Policy.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. What we are doing to foster good relations:
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events

British Values

Promoting British Values at Spring Gardens Primary School The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

At Spring Gardens Primary School these values are reinforced regularly and in the following ways.

Democracy:

Democracy is embedded at our school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular pupil voice. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law:

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has ‘Golden Rules’, which are deeply embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Strong links with our local community officers further embed this.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices.

Mutual Respect:

Respect is one of the core values of our school. We expect impeccable behaviour and at the foundation of this is expecting respect. The pupils know and understand that it is expected and that it is imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of Those With Different Faiths And Beliefs:

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Spring Gardens Primary School enhances pupils understanding of different faiths and beliefs through religious education studies; P.S.H.C.E. work; celebrations such as Diwali; welcoming visitors from other schools that are not predominately white British and enjoying a depth of study during themed weeks. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- We follow a safer recruitment policy which identifies in more detail the appointment process for new staff.

Visitors: All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. The staff handbook supports this.

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.

School Accessibility Action Plan

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

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.