



Single Equality Scheme

Adopted by Governing Body - 6 March 2013

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Single Equality Scheme Statement

Marden Bridge is a good school. Leaders and managers, the governing body and staff work well as a team and are successful in ensuring that pupils are happy, safe and secure in school and able to achieve well. The care provided for pupils, particularly for those whose circumstances make them more vulnerable, is outstanding. Pupils with special educational needs and/ or disabilities make outstanding progress because the additional support they receive is very carefully tailored to meet individual needs and circumstances.

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 complement the Every Child Matters outcomes for children
- Place the school in a position, which is regarded by every one 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.

Our Key equality and diversity objectives are:

- Ownership for everyone
- Open to everyone
- Opportunities for everyone
- Work for everyone

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
- Extended School Personnel
- Community users

Profile of our School

The school is a similar size to other middle schools. Most pupils are from white British backgrounds. A few pupils speak English as an additional language. The overall proportion of pupils with special educational needs and/or disabilities is above average. However, the number of pupils with a statement is below average. A very few pupils are looked after by adults other than their parents. The proportion of pupils joining the school at times other than the usual start in year 5 is well above average. This is because many pupils join the school in year 7 rather than year 5 because of the two and three tier systems operating in North Tyneside.

Marden Bridge Middle School is committed to creating a safe, welcoming, stimulating environment in which a group of valued, flexible, highly skilled, well trained teaching and ancillary staff work efficiently as a team in co-operation with parents, governors, members of the wider community and support agencies using a variety of high quality multi media resources and materials to ensure that each individual child is happy, confident and motivated and develops at her/his full academic, physical, social, moral, spiritual and cultural potential.

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.

Our 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.

North Tyneside's population stands at approximately 196,000 people in 85,000 households and is increasing, in contrast to other parts of the Tyne and Wear region. Our 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.

Some key statistics about our current population:

- 48% are male, 52% female
- 3.9% are from BME communities (estimated)
- 22% have a long-term limiting illness or disability
- 18% are aged under 16
- 23% are aged over 60
- 5-7% are lesbian, gay or bisexual (estimated)
- 78% are Christian, (0.5% are Muslim, 0.2% each are Sikh and Hindu),
- 14% have no religion
- Since 2001, over 1,000 asylum seekers have been dispersed here
- Gypsies and travellers visit every year

According to the 2001 census, our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. 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 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.

Within the borough 21,000 people live in areas considered to be among the most deprived 10% in England and 62,000 live in areas considered to be among the most deprived 20% in England. Our average score rank in the Index of Deprivation is 102nd.

There are some key variations within the borough related to deprivation. For instance, life expectancy in St Mary's, one of our more affluent wards, is higher by 9.6 years for men and 8.6 years for women than in Riverside, one of our most deprived wards.

Average earnings in North Tyneside are £22,027, compared to the national average of £26,020, and 17% of our working age population have no qualifications. The proportion of our working age population who are in employment is 74%. In North Tyneside, 66% of homes are owner occupied, 21% are rented from the council, 5% are rented from a housing authority and 6% are in the private rented sector.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2009 Residents' Survey show that 87% think their area is a place where people from different backgrounds get on well together; and 84% feel that people look out for each other in their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

We currently have no borough-specific data on sexual orientation, but the national organisation 'Stonewall' estimate that 5-7% of the population are lesbian, gay or bisexual.

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 policy at Appendix ...

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 ...

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

Model Single Equality Scheme for Schools

Please find attached a Model Single Equality Scheme template for Schools. The Human Resource Service have developed this to support individual Governing Bodies in developing policies related to equality and diversity.

We have attempted to make this document as user-friendly as possible, whilst ensuring the content supports schools in meeting the legislative requirements. There are areas within the document where schools are required to add content, which is relevant and appropriate for their school.

Answers to initial questions you may have are noted below. In addition Schools can find supporting documentation/resources available on the NT schools intranet site. Your school link HR Advisor is available to assist you with work in this area.

Why do schools require a Single Equality Scheme?

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.

Why has a model Scheme been developed for schools?

The model template for schools has been developed to support schools with the actions they must take to eliminate discrimination and harassment for people on ground of race, disability and gender, to sexuality, religion/belief and age. We recognise that all schools will be at different stages of developing their equality schemes, this document can be used as a starting point to promote discussion around the development of your own unique scheme and schools may choose to use as much or as little as they feel necessary to complete their actions.

What if we already have separate policies on race, disability and gender? Do we need to re-write them?

Not necessarily, you may choose to amalgamate your policies into a Single Equality Scheme or you may feel that you need to refresh your existing policies and the action plan in this template may help you to do this.

Schools may also choose to continue to have separate policies on race, disability and gender if they wish.

The Single Equality Scheme does not replace any policy schools have on Special Educational Needs or Accessibility or other related policies.

Do we have to have policies on sexual orientation, age and religion/belief?

Not currently, although further government advice is expected.

Schools may choose whether or not they wish to extend their own scheme to include these additional three equality strands. However, they should be mindful that they retain certain duties to all these groups as an employer and provider of services.

How do we use the template to develop our Scheme?

This is a suggested template for schools, with the option to amend as they wish; there are areas for completion by each school with their own specific information. You may choose to use a format/style that is more in keeping with other publications at your school. You should consider who you are going to involve in developing your scheme and your methods for this examples may include consultation exercises with pupils, parents/carers through staff groups, PHSE or citizenship programmes.

When your draft is completed you should take the document through a full consultative process at your school before having it adopted by the full governing body. You will also need to decide how you are going to promote the completed scheme within your school community.

What happens when we have adopted our Single Equality Scheme?

Legislation requires you to

- review your Scheme every **three** years.
- adopt a **three**-year action plan to show how you intend to meet your equality priorities within this timescale.
- report on an **annual** basis on the outcome of your:
 - monitoring
 - impact assessments
 - action plan progress

While there is no standard defined for the method of reporting we would suggest that this would be managed in line with your usual governing body reporting systems.

What are the challenges?

Going beyond legislative requirements through being proactive and willing to embrace and exceed the principles and objectives of equality legislation.

Communicating and engaging with staff and pupils about diversity with a view to forging a supportive culture in which diversity and inclusion are common place.

Having information/data and using it effectively and appropriately to identify areas of strength, vulnerability and where progress is being made.

Appendix 1 - Equality Impact Assessment

1. Name of the change, strategy, project or policy:			
2. Name of person completing this form:			
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i> <i>Religion/belief</i> <i>Disability</i> <i>Gender</i> <i>Sexual Orientation</i> <i>Age</i>			
5			Yes No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>			
<i>Is the impact intended?</i>			
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			

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

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	No	

Signed:

Date: