Monkseaton Middle School

Single Equality Policy

(Includes the Action Plan)

Contents

Single Equality Policy Statement

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Improvement Plan and 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 students and staff of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections and the school development plan
- 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 into 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 development. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

- Age
- Disability
- Race
- Gender
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

Our key equality and diversity objectives are:

- To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To make our workforce representative of the schools community
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

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 favourably 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
- Students
- Staff
- Governors
- Parents/Carers
- Visitors
- Community users

Our Ethos
At Monkseaton Middle we are committed to making our school an accessible and inclusive organisation that welcomes and respects the diversity of all people who work in, attend or visit the school. And this is encompassed in our vision:

Our school ethos.   'To care and succeed'

We aim to create a confident, inclusive, collaborative learning community where high quality teaching and learning, honesty and respect for others, drives collective will to bring out the best in every child in our care.

All students at Monkseaton Middle School can expect to be:

- Valued for their achievements
- Actively involved in learning
- Educated in a safe and friendly learning environment
- Respected for their personal qualities
- Encouraged to play a meaningful part in the school and wider community
- Treated fairly by all
- Encouraged to stay healthy
- Given regular feedback and support

Profile of our School

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.

Monkseaton Middle School is a happy school, our students enjoy their learning and staff enjoy working with them. Our success is built on the foundation of strong relationships and an ethos of support that underpins all that we do, individuals are encouraged to flourish and ambition and aspiration are developed alongside self-confidence and positive self-esteem.

Monkseaton Middle School is a Foundation School, part of the North Tyneside Learning Trust for students aged 9-13. We pride ourselves on a number of distinctive features. We are;

- a smaller than the average sized middle-deemed secondary school and this allows us to offer a truly inclusive ethos where the contribution of individual students is recognised, valued and celebrated.
- form groups are deliberately kept small, which allows staff to support students through their studies, their personal and social development and their extra-curricular activities.
- we admit students from the local area and beyond and accept students into the school mid-year and a small number of students joining us on a managed move
- the gender balance of the school is broadly average in every year group in the school
- the school has above average numbers of students who are supported for special education needs and a small proportion of students with physical disabilities
- The number of students eligible for free school meals (at any time in the past 6 years) is higher than that seen nationally

- The catchment area is predominantly white. The number of students from ethnic groups is typically
  7.3% in 2017 and is almost a third of that seen nationally.
- Most ethnic groups are represented within the school with the exception of any gypsy and travellers of Irish heritage. The largest ethnic groups are Bangladeshi and white. There are no refugee and asylum seekers
- There are typically about 5.8% of students who have English as a second language compared to national figure of 14.4%
- There are low numbers of students who have been in care at any time (Children Looked After CLA)
- The most common religions are Christian or no declared religion and some students are Muslim.

We are very proud of our safe, purposeful and friendly working environment that enables all of our young people to thrive not only as part of our community but as an individual. Our aim is that all students leave school equipped for the opportunities and challenges of the fast changing world of further education and work. SAT results and internal data are testimony to the commitment and care staff here provide to enable our young people to meet their personal targets and achieve their goals. Further information on current results can be found through our website or the DfE performance tables.

Monkseaton Middle School strives to ensure it is a caring, inclusive high school where individual's needs are met through a holistic approach, creating a safe, nurturing environment. Our learning support team and pastoral staff believe pastoral care is at its most effective when there is a balance between support and challenge. This is achieved by offering a personalised approach by all staff giving students a high sense of morale.

Our staff body including our Governing body is predominantly white with slightly more females than males. Most staff are either of no declared religious denomination or from broadly Christian backgrounds. We are committed as employers to equal opportunities and implement a rigorous recruitment policy.

Characteristic – data taken from SIMs from week beginning 26th February 2018		TOTAL	Percent
Number of Governors	Female	4 (= 1 new parent gov)	
	Male	7	
Number of Staff -		37	
Teaching staff - all		20	54
Support staff – all		17	46
Teaching staff – full time	Female	12	
	Male	5	
Teaching staff – part time	Female	3	
	Male	0	
Support Staff – full time	Female	3	
	Male	3	
Support Staff – part time	Female	10	
	Male	1	
BME staff		2	5
Number of Students	All	311	
	Female	155	49.84
	Male	156	50.16
Index of Multiple Deprivation(IMD) (2015)		23,635	
Mobility of School Population			
Students eligible for FSM		108	34.73
FSM6 & Child Looked After (lower school) PP		62	40
Disabled Staff		0	
Disabled students (SEN)			
Disabled students (No SEN)			
BME students		27	9
BME staff		2	5
Students who speak English as an additional language (EAL)		18	5.8
Average attendance rates			96.05
Religion by group	Buddhist	0	
	Christian	76	
	Hindu	1	
	Muslim	12	
	Other Religion	15	
	No Religion	20	
	Not Given	5	
	Refused	0	

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The school falls within the Monkseaton South ward and is located in the North East of the Borough.

North Tyneside Council undertakes an annual Residents' Survey in order to assess residents' perceptions of, and satisfaction with, their local area, Council services and health and wellbeing issues. The results from these surveys can be found on the North Tyneside Council website.

The North East as a whole is renowned for its community spirit, friendliness and a strength of belonging. The following are quotes from the 2014 Residents' survey:

Strength of belonging is the strongest driver of satisfaction with the local area. It is, thus, positive to see that seven in ten residents (70%) feel a fairly or very strong sense of belonging, compared with three in ten (30%) who do not. Results are in line with last year's (70%) and the 2012 North East average (68%).

In total, six in ten (61%) of those who live in a diverse area agree that people of different backgrounds get on well together in line with 2013 (57%) and with the 2012 North East England average (58%).

As of the 2011 Census, North Tyneside population stands at 200,800 people. North Tyneside resident population is projected to rise to approximately 221,300 by 2025.

Roles and Responsibilities

Governors are responsible for:
- ensuring that the school complies with all equality legislation
- approving and adopting the schools single equality scheme (policy & action plan)
- receiving progress reports and making recommendations for future actions to ensure identified priorities are achieved
- governors will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for:
- promoting the single equality policy 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 policy is working
- taking appropriate action where discrimination occurs

Parents/Carers will:
- have access to this document and be encouraged to support us
- have the opportunity to attend any relevant meetings/awareness raising sessions related to equality

- have the right to be informed of any incident related to this duty which could directly affect their child

Staff and students 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 policy and action the action plan is incorporated into our development plan and will run for three years and reported upon annually to the governing body.

The School Improvement Plan will ensure this scheme forms an essential part of the schools 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 that other school policies address equality issues.

This Scheme and the school's 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 different 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/may include:
- School population
- Recruitment, retention, progression, key initiatives, progress against targets and future plans

For example monitoring includes:
- Annually updating the school profile including that of staffing
- At least annual reports on outcomes and progress of students including by groups
- Annual reports of racist, homophobic or other forms of bullying
- Annual report on attendance and exclusions-including by groups
- SEND report
- Progress against targets and identified areas of need addressed in the School Improvement Plan (SIP)
- Site and premises updates including Health & Safety and disability access
- Ensure our recruitment procedures comply with all statutory legislation
- Surveys from all stakeholders
- Impact assessments on any new policies/projects

Find our Equality and Diversity guidance document at Appendix A

Impact Assessments

The School will undertake to impact assess all of it's 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

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 students 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 students 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 students

- Providing positive educational experiences and support for all students 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 lead 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 students when choosing between applicants for admission (although the Admissions Code will not allow it to refuse to accept students of another or no religion unless it is oversubscribed). However, it may not discriminate between students 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 students from other religious faiths.
- A Roman Catholic school which organises visits for students 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 students.

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 students 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 students 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 subcommittees, 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 (through iLearn).

  Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.

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- 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 students 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 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.

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7.   Recruitment, Retention and Progression

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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 students' and parents' needs.

8.   Monitoring and Review

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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 students from minority groups are not disadvantaged as a result of the application of these procedures.

- Monitor the use of services to ensure that each and every section of the wider community has equal and fair access to services provided.

- Monitor the non-use of school services and take action if barriers to access school services exist. It is suggested that the school could do this through the use of pupil data, parent, staff and governor questionnaires and other similar systems.

- Undertake workforce profiling, including the monitoring of school workforce and pupil demographics. Where this indicates under representation of particular equality groups, advice should be sought from the School Link HR Advisor and action taken where possible to improve the imbalance using the provision for positive action that exists within equality legislation.

- Recognise that the needs of all children and young people, their parents and staff working within the school are the key to successful policy, procedure and practice. At all times the school should seek to ensure true representation of the community by ensuring information is available in alternative formats and languages and that meetings are held in accessible buildings and at suitable times.

9. Equality Planning

901   The school needs to develop a Single Equality Scheme and Equality Action Plan[1] 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.

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[1] See Single Equality Scheme guidance and Equality Action plan template.

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
- 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 though 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.

Appendix B

Equality Impact Assessment of Policy/Project

Equality Impact Assessment of _____ Policy/Project:

CARRIED OUT BY:		DATE:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Yes (please provide reasons if no adjustments are made)	No
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief		

Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Appendix C

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 action plan is structured around our school's key diversity objectives and sit with our School Improvement Plan:
- To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To make our workforce representative of the schools community
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

Action	Equality (which strand(s) does it impact upon?)	Timescale (when will it be done by?)	Responsibility (who will be responsible for it?)	Progress
To be inclusive providing equal opportunities **for all** students to access the curriculum with no barriers to learning	*Please see School improvement plan & curriculum*	September 2020	Headteacher All school staff	
To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect	*Please see School improvement plan, assembly programme & curriculum*	September 2020	Headteacher All school staff	

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For everyone to consider their own prejudices to prevent any form of unconscious discrimination	*Please see School improvement plan, assembly programme & curriculum*	September 2020	Headteacher All school staff	
To make our workforce representative of the schools community	*See table at page 6*	September 2020	Headteacher	
Work with stakeholders to deliver more effective and equal outcomes for staff and students	*Please see School improvement plan & curriculum*	September 2020	Headteacher	