

**Christ Church  
Church of England Primary School**

**SINGLE EQUALITIES POLICY  
&  
ACTION PLAN**

**May 2015**

# Single Equalities Policy

## Background

The requirements of the Equality Act have been introduced incrementally since October 2010. In April 2011 the general public sector duty came into force and by April 2012 schools will have the specific duty to publish information and the specific duty to publish objectives.

The primary purpose of the legislation is to bring together existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

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

Public authorities are also required to have "due regard" to the need to eliminate discrimination against someone because of their marriage or civil partnership status.

The Equality Act has a single equality duty of positively combating inequality. It brings all existing provisions broadly into line with one another and extends beyond race, gender and disability to now include the characteristics of age, sexual orientation and religion or belief. The Act also identifies other characteristics such as marital status, pregnancy, having caring responsibilities or maternity. The definition of equality is therefore wider than it has been before. Additionally, requirements that in the past have been seen as good practice are now legally enforceable. For example, the law now requires that as part of their procurement processes, public bodies should prefer companies that it contracts with to have a positive record on equality matters.

There are also implications for the community cohesion agenda. The existing duty to promote good race relations has been replaced with a generic one to promote good relations. The Equality Act will require all public authorities to take the aspects of interaction, empowerment, personal security and attitudes to others into account. Community cohesion is in sympathy with most, if not all, of the requirements in the legislation and thus there should not be a radical departure in terms of delivery.

As part of our continuing commitment to fostering community cohesion, we will work to narrow gaps in outcomes resulting from socio-economic disadvantage.

# Race Equality Policy

## Legal requirements

This Scheme incorporates all of our duties under the Race Relations (Amendment) Act 2000.

Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:

- Eliminate unlawful racial discrimination.
- Promote equal opportunities.
- Promote good relations between people of different racial groups.

The Specific Duty for race equality requires us to publish a Race Equality Scheme that highlights how the school will:

- Prepare a written statement of the school's policy for promoting race equality, and act upon it
- Assess the impact of school policies and procedures on pupils, staff, parents and the wider community, including, in particular, the impact of attainment levels of these pupils
- Monitor, assess and review the attainment level of black and minority ethnic pupils and act accordingly
- Make information available and accessible to all groups
- Train and support all school staff and governors to understand race equality and the practical implications for the school and its community
- Take reasonable steps to make available the results of its monitoring on an annual basis

All schools are required to record any racial incidents and report them to the Local Authority regularly. We use the electronic reporting system provided by Children's Services to do this when incidents occur and to provide a termly summary. We will also respond appropriately to any racial incidents that happen in school ([link to behaviour and/or bullying policy](#))

OFSTED will inspect and report on whether we are meeting the general and specific duties.

## 1 Statement of Principles

This Single Equality Scheme is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender, disability equality and community cohesion and extends to the legislation protecting against discrimination on the grounds of the nine equality strands:

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race
- religion or belief
- sex (*women and men*)
- sexual orientation

The Scheme aims to integrate equality into the school's core priorities and functions.

This Single Equality Scheme will inform our School Development Plan as 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
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future OFSTED inspections

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

### **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.

The policy outlines the commitment of the staff, pupils and governors of Christ Church Church of England Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the

responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Christ Church C of E Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. Being a faith school, our ethos is founded on Christian values based on the teachings of Jesus Christ. Treating everyone as equal is central to our values.

This scheme describes our commitment to equality. We firmly believe in equality of opportunity for all and are committed to playing our part in removing barriers actively promoting equality in everything we do.

Our School Ethos Statement is as follows -

*As a Church of England school we consider our Christian roots as vital to our identity. In partnership with the parish church and diocese we aim to maintain and enhance this identity across all areas of school life, supporting children in their spiritual and personal growth alongside their academic development.*

*We aim for high standards in all aspects of the curriculum and are dedicated to raising achievement through a broad and balanced curriculum. Christian beliefs and values provide the context for a nurturing environment where **every child** is respected and encouraged to achieve their full potential.*

*Our school motto of 'Let your light shine' expresses the belief that everyone has something of value to offer and our hope that as a school with staff, children, parents and governors working closely together, we can be a positive influence in our community.*

This will be done by providing a 'curriculum which meets fully the needs of all pupils and promotes their spiritual, moral, social and cultural development well. (OFSTED)

OFSTED in 2013 stated that;

There is an 'atmosphere within the school where all individuals, staff and pupils, feel valued and are given the confidence to succeed. Pupils' skills and talents are nurtured and all groups of pupils have equal opportunities to succeed.'

## 2 School in Context

- Currently the school has 94and 104 boys on the school roll
- The ethnic make up of the school is as follows:

<b>Ethnicity</b>	<b>Female</b>	<b>Male</b>
Any other White Background	5	5
Bangladeshi	1	

Indian	1	1
White British	84	92
Pakistani		3
White and Black Caribbean	1	1
Information refused	2	2
TOTAL	95	104

### Religion/Belief Profile

Christian	116
Hindu	2
Muslim	7
Other	1
No religion	38
Prefer not to say	28
Undeclared	7

- School Staff

Ethnicity	Female	Male
White British	16	3

- Governors

Ethnicity	Female	Male
White British	4	4
White British (Staff)	1	1

- Currently we are not aware of any pupils with a known disability on the school roll or any members of staff or governors who have a known disability.
- With the exception of the upper floor the school is physically accessible and no adjustments are required.
- Currently there are five children in care; 1 girls and 4 boys.
- We are not aware of any children who are currently carers.
- We do not have any service children on roll.

### Profile of the School

- Christ Church C of E Primary is a smaller than average primary school serving an urban, socially disadvantaged area. The school catchment is local authority and private housing although a large number of pupils from outside the catchment area of the school. Our catchment area includes a Refuge (Harbour) for victims of domestic violence.

- Christ Church has had a history of high mobility (Stability rate between 69% and 74% compared with a national average of 86%).
- According to the Fischer Trust Index, Christ Church is deemed to be in decile 9 (where 1 is the most advantaged and 10 is the least advantaged) IDACI – Decile 8. The school however, takes in pupils from every decile group making it a very diverse community. Our school deprivation indicator is 0.32 compared to national average of 0.24

## **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.

### 3 Ethos and Atmosphere

- At Christ Church, Church of England Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an welcoming atmosphere where everyone is respected and valued.
- All members of the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, RE lessons, classroom based and externally based activities

### 4 Policy Development

Christ Church C of E Primary School recognises the importance of involving all people in the production of our Scheme. We believe involving people in the development of our Single Equality Policy brings real benefits in terms of providing insights into barriers face by some groups of people, expertise in identifying ways to overcome these barriers and improved working relationships between school, disabled pupils, staff and parents. We would involve disabled people throughout the development of this scheme in a number of ways, which are set out below.

- The views of disabled pupils
- The views of disabled staff
- The views of disabled parents/carers
- The view of disabled members of the local community

### 5 Monitoring and Review

Christ Church C of E Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students using attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment. We make regular assessments of pupils' learning from this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups *e.g. ethnicity, disability, and gender*, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Christ Church C of E Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is The Head Teacher

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

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.

## 6 Developing Best Practice

### Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of, and attitude towards, disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At Christ Church C of E Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

## **Resources and Materials**

The provision of good quality resources and materials within Christ Church C of E Primary School is a high priority. When ordering new resources and materials we consider how they show equality; all resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important at Christ Church C of E Primary School that all members of the school community use appropriate language which: .

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity by providing external provider (e.g. sports coaches) with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

## **Provision for Bi-lingual Pupils**

We undertake at Christ Church C of E Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners who use first language effectively for learning

## **Personal Development and Pastoral Guidance**

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

## **Staff Recruitment**

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

## **7 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 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.

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality
- The Head Teacher will take responsibility for undertaking action in relation to the Policy and Action Plan.

Christ Church C of E Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

## 9 The Measurement of Impact of the Policy

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of all the school community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We will undertake assessments to identify the impact of effect (positive or negative) of our policies and practices on sections of the population paying particular regard to the needs of minority groups. Where negative impact is identified we will take steps to deal with this and ensure equality of service to all. See Appendix (2) for the EIA Template

## 10 Publicising the Policy and Plan

The scheme is available in the following ways;

- School Website
- A copy is available on request from the School Office or alternatively via email.
- Staff and parents newsletters
- Available in different formats. If you would like a copy of this document in an alternative format such as Braille, Large Print, Audio Tape, Easy to Read or in a different language please contact the Office Manager on 0191 200 6345 or email [christchurchprimary@northtyneside.gov.uk](mailto:christchurchprimary@northtyneside.gov.uk). Alternatively you can write to :

Christ Church C of E School  
Kielder Tce  
North Shields  
NE30 2AE

## 11 Monitoring and Review

The single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

We will report on how we are promoting equality throughout our school. It will cover ethnicity, disability and gender and incorporate progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

Reports will include school population, recruitment, retention, progression, key initiatives, progress against targets and future plans The person responsible for producing the Annual Report will be the Head Teacher.

Taking the single equality approach, we will incorporate all requirements into this annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

## Appendix 1 – for information

## Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

### Reporting racist incidents in schools

Schools in North Tyneside are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to North Tyneside Council.

## Disability

### What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
  - substantial (more than minor or trivial)
  - adverse
  - long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

## GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

### What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

**Sexual Orientation**

**Heterosexism** is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

**Trans-genderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

**Appendix 2 - Equality Impact Assessment**

**PART A)** To be completed during the planning /proposal stage. Further sheets should be added where needed.

1. Name of the change, strategy, project or policy:	
2. Name of person(s) completing this form:	

<p><b>3.</b> Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).</p>		
<p><b>Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.</b></p>		
<b>4. Equality Target Group (circle):</b>	<b>Negative impact – it could disadvantage</b>	<b>Reason</b>
Race Religion/belief Disability Gender Gender Reassignment Sexual Orientation Age Pregnancy/Maternity Marriage & Civil Partnerships		
<b>5.</b>	<b>Yes</b>	<b>No</b>
a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		
b) Is the impact intended?		
<b>6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty?</b> (this should feed into your Single equality scheme & action plan)	<b>Yes, No, or N/A</b>	<b>If yes, please provide details</b>
Eliminate unlawful discrimination, harassment and victimisation		
Advance equality of opportunity between different equality groups		
Foster good relations between different equality groups		
<p><b>7.</b> If you have identified any negative impact, have you identified any ways of avoiding or minimising it?</p>		

<b>8.</b> Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
<b>9.</b> In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			

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

<b>10.a)</b> 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.			
<b>10.b)</b> 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?			
<b>11.</b> Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes		No

**Signed:** .....

**Date:** .....

## APPENDIX 3 - Equality Information & Objectives for Christ Church C of E Primary – Single Equality Scheme Action Plan 2015 to 2018

### Abbreviations for Equality Strands

R	Race	S	Sexual Orientation	R/B	Religion/Belief
G	Gender (Male/Female)	D	Disability	GR	Gender Reassignment
PM	Pregnancy & Maternity	A	Age	M/C	Marriage and Civil Partnership
Note : CC refers to Community Cohesion. Although CC is not an equality strand, we recognise that it plays a vital part in developing an inclusive school community.					

### Key Priority 1: School functions

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of scheme at : - Staff Meetings - Induction Meetings	R D G SO A R/B CC M/C GR PM	Ongoing from May	Head SLT Leaders	Training taken place		Head's Report to GB
Stakeholders are aware of Equality Plan	Publish on website, newsletters, parent meetings	R D G SO A R/B CC M/C GR PM	Annually	Head	Governors and parents questionnaire indicates an awareness of the scheme		Head's Report to GB
To ensure that the school's policies do not impact negatively upon different community groups	To ensure that the school policies do not impact negatively upon different community groups	R D G SO A R/B CC M/C GR PM	2015 -2018	Head Teachers	That all policies have been reviewed and assessments made against risk. Equality Impact assessments		Head's Report to GB
To ensure that equality issues are considered throughout the school procurement/ordering processes.	The purchase of resources should reflect and support the diverse community in which we live this includes the purchase of literature and the booking of education visits.	R D G SO A R/B CC M/C GR PM	Ongoing	Head Teachers Office Manager	Monitoring of resource purchases.	Include in School's Financial Systems	Head's Report to GB

### Abbreviations for Equality Strands

R Race	S Sexual Orientation	R/B Religion/Belief
G Gender (Male/Female)	D Disability	GR Gender Reassignment
PM Pregnancy & Maternity	A Age	M/C Marriage and Civil Partnership

Note : CC refers to Community Cohesion. Although CC is not an equality strand, we recognise that it plays a vital part in developing an inclusive school community.

### Key Priority 2: Promoting Positive Attitudes and Meeting Needs

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
To ensure that diversity is promoted across the school	A proportion of displays in the classroom and corridors will reflect diversity.	R D GR G SO A R/B CC M/C	Ongoing 2015 -2018	Class Teachers	That termly audits indicate a range of diversity is promoted		SLT
To continue to increase pupils awareness of different communities	To celebrate cultural events throughout the year e.g. Divali, Eid, Christmas, etc.	R D R/B CC M/C GR	Ongoing 2015 -2018	All staff	That pupils awareness is raised – via pupils discussion during SMSC work		Head's Report to GB
To ensure that resources reflect all aspects of the community	To continue replenishing library and phase resources with high quality books addressing a range of issues.	R D GR G SO PM A R/B CC M/C	Ongoing 2015 -2018	Subject Coordinators	That an increasing number of resources positively reflect a diverse community		Phase leaders reports to Governors
To investigate appropriate ways of raising pupils' awareness of different sexual orientations in an age appropriate manner	To liaise with health, LA professionals, school partners and parents to consider this aspect of Sex Education.	SO M/C GR	2015 -2016	PSHE advisor/subject co-ordinator	That discussions have taken place and ways forward agreed with Parents Governors or Parents Working Group		Heads' Report to GB
To raise children's awareness of the diversity of Britain and the different groups which make up their local area, wider, UK and global communities	Ensure that the curriculum incorporates, wherever possible, reference to the strands of equality.	R SO R/B M/C GR	2015 and ongoing	SLT and Subject Leaders	All (or a significant) number of lesson plans should make reference to equality stands.		SLT & GB

### Abbreviations for Equality Strands

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### Key Priority 3: Accessibility

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
To ensure that our school building removes all barriers to accessibility for disabled learners and staff	To maintain a dialogue with stakeholders to ensure that these needs are met.	D PM CC	New Reception Building – Autumn 2015  Ongoing	Head Teacher/ Caretaker	The building meets all disabled stakeholders' needs		Head Teacher Reports to Health & Safety/Buildings Governing Body Sub committee meeting
Monitor ongoing situation with accessibility to upper floor.	On hold – school will investigate accessibility if and when the need arises.	D PM CC	Ongoing	Head Teacher	Suitable provision provided to access upper floor		Head Teacher
Maintain freedom of movement throughout the building for all users	Keep all passageways clear and free from obstructions and litter.	D PM CC	Ongoing	All Staff	Tidy and clutter free corridors.		Head Teacher and Caretaker

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### Key priority 4: Eliminating Discrimination and Harrassment

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
To ensure that all staff are aware of procedures to report racist/homophobic/bullying incidents.	Staff meetings to raise awareness and remind staff of procedures. - Induction	R D GR G SO A R/B CC M/C	May 2015	Head/SLT	That procedures are followed and incidents reported appropriately.		Head's Report to GB
To ensure that the school's procedures for dealing with bullying/harassment are clear and know by all stakeholders	To review our bullying and Harassment policy, consult with stakeholders and publish.  To achieve the Anti Bullying Quality Mark	R D GR G SO A R/B CC M/C	Autumn 2015	Head/SLT	That the policy has been reviewed and procedures are clearly understood by all		Head's Report to GB

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### Key priority 5: Employment

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
Ensure all interview panel members are fully aware of current legislation.	Offer Recruitment and Selection training (and refresher training as appropriate)	R D GR G SO A R/B CC M/C PM	Ongoing	Head Teacher	Monitor and evaluate update of training		Clerk to Governors/Headteacher
Ensure Equality information is gathered during any recruitment process.	Ensure Equal Opportunities Monitoring Form is completed, as a mandatory part of the application process.	R D GR G SO A R/B CC M/C PM	Ongoing	Office Manager	100% compliance  Recruitment Monitoring checklist		Staffing Subcommittee
Ensure interview panel shortlists without prejudice.	Ensure that Equality Monitoring form is removed from all applications prior to shortlisting	R D GR G SO A R/B CC M/C PM	Ongoing	Office Manager	Recruitment Monitoring Checklist		Staffing Subcommittee
Develop monitoring system to ensure openness of recruitment procedure.	Adopt a consistent approach to the reporting of data on the recruitment process to allow the outcome to be tracked annually and consistently.	R D GR G SO A R/B CC M/C PM	May 2015 and ongoing	Office Manager	Yearly Recruitment Monitoring Checklist		Staffing Subcommittee
Raising awareness of our Equality Scheme with current staff, new staff, students and external providers.	Ensure all new staff are aware of our Single Equality Scheme and attend Equality CPD course.	R D GR G SO A R/B CC M/C PM	Sept 2012 – ongoing	Mr Walsh & NQT mentors	Recruitment Monitoring Checklist Induction Procedure		Headteacher  Staffing subcommittee

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### Key priority 6: Ensuring Equality of Opportunity and Participation

Activity	Action	Equality Strand/s	Completion Date	Lead person	Success Criteria	Link to other plans	Monitored by
Monitor and analyse pupils achievement by race, gender and disability	Act on any trends or patterns in the data that require additional support for pupils. To narrow the gap and address any differences (attainment and progress) across the different groups within school	R D G	Ongoing – Termly 2015-2018	SLT	That termly analysis of vulnerable groups is made and remedial actions.		Reports to Governors
To ensure that a diverse range of pupils are contributing to the life of the school	To ensure that all pupils are given the opportunity to make a positive contribution via School Council, Extra Curricular activities etc.	R D GR G SO A R/B CC	Ongoing – Termly 2015-2018	Class teachers/Phase leaders	That representation on various groups within the school reflect a diverse range of pupils.		Reports to Governors
That participation in extended school activities reflect the diversity of the school population.	To provide opportunities for all pupils to take part in extended school activities e.g. after school /lunchtime clubs and extra curricular activities.	R D GR G SO A R/B CC	Ongoing – Termly 2015-2018	Staff	That monitoring attendance evidences a diverse range of pupils attending clubs		Head's report to GB
Ensure all staff have undertaken equality training	Set up Inset training on equality training.	R D GR G SO A R/B CC M/C	Ongoing	Headteacher	Monitor and record all training		Head's report to GB

**Review date of Action**

**MAY 2015**

**Senior Member of Staff responsible**

**Mrs G Taylor- Head**

**Chair of Governors - Mrs D Legett**



### APPENDIX 3 – EQUALITY IMPACT ANALYSIS

Lead organisation/team/member of staff: \_\_\_\_\_

Key Priority Number \_\_\_\_ Action \_\_\_\_\_

Date <i>(if applicable)</i> and Activity	How we did this	Performance measure		
		How much we did	How well we did it	Is anyone better off?

Date of Impact Analysis \_\_\_\_\_

Reported to Governors \_\_\_\_\_