Southridge First School



Image taken from Disability Rights Commission website.

Single Equality Scheme

2020 – 2023

Approved and Adopted by Full Governing Body September 2020

Equality & Diversity Overview Statement

The governing body of Southridge First School have agreed the following statement relating to Equality & Diversity for our school.

The school endeavours to improve all aspects of equality and diversity through fostering good relationships with all equality groups, advancing the equality of opportunity for all and eliminating unlawful discrimination, harassment and victimisation.

By acknowledging the need for governors, school leaders, employees, pupils and trade unions/professional association representatives to work in partnership to improve all aspects of equality and diversity, we anticipate a cultural change will become embedded within our school systems.

Key Documents

The governing body have approved a number of procedures, guidance and templates to meet the schools legal requirements and ensure our commitment to equality and diversity, as follows;

- Single Equality scheme & action plan guidance and template – to be renewed every 3 years
- Equality & Diversity Guidance for schools – which will act as a source of information for all stakeholders
- Equality Impact Assessment (EIA) template & guidance – which will be used whenever a policy/procedure/initiative is developed or changed within school
- Guidance on publishing of equality data for schools – which will be used to produce and publish school data on an annual basis.

Consultation & Review

We envisage that where such procedures require amendment this will be undertaken following consultation and open dialogue with employees and school based trade union/professional association colleagues, prior to adoption by this governing body.

Contents

- Foreword – Headteacher, Chair of Governing Body
- What is the Single Equality Scheme and Action Plan?
- Meeting our duties
- Our school values and visions
- Our school within North Tyneside's profile
- Collecting and analysing equality information for pupils at Southridge First School
- Collecting and analysing equality information for employment and governance at Southridge First School
- Consultation and involving people
- What we have achieved so far
- Equality impact assessments
- Other school policies
- Roles and responsibilities
- Commissioning and procurement
- Publicising our scheme
- Review of progress
- Ongoing evolvement of our scheme
- Action Plan

The school has taken 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 200

Foreward

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must take be taken into account. People identified in the following groups are considered to have a protected characteristic:

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

General Duties

The information we publish and analyse must be clearly linked to the three general duties of the Public Sector Equality duty. These aims are to :

- **Eliminate unlawful discrimination, harassment and victimization;**
- **Advance equality of opportunity between different groups; and**
- **Foster good relations between different groups.**

Specific Duties

- **Publish information**
- **Establish Equality Objectives in the form of an Action Plan**

Southridge First School is committed to equality both as an employer and a service provider:

- We try to ensure that everyone in our school is treated fairly and with respect
- We work hard to ensure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all in exactly the same way.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through school council.

- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity , national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality or opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We acknowledge the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects
- Pupils who have English as an additional language
- Pupils who are in Local Authority Care

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

At Southridge First School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. The Headteacher is responsible for :

- Implementing the school's Single Equality Scheme and Action Plan within school
- Undertaking Equality Impact Assessments for relevant actions, policies, procedures and changes in school.
- Providing appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
- Ensuring that all staff are aware of their responsibilities in relation to Equality & Diversity.
- Ensuring that all staff appointment panels give due regard to this guidance in order that no-one is discriminated against when it comes to employment, pay, performance management, promotion and training matters.

- Promoting the principles of Equal Opportunity and Diversity when developing the curriculum as well as promoting respect for other people in all aspects of the school's work, for example through assemblies, displays and the PSHE and RE Curriculum.
- Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.
- Encouraging staff to intervene in a positive way against any occurrence of discrimination.
- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness. (And seeking advice from Human Resources where relevant)
- Providing 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.

We have a series of policies and procedures in place to support us with this and are reflected in this Equality Statement. For example:

- Equality Policy – Single Equality Scheme and Action Plan
- SEN Policy
- Collective Worship Policy
- Safe to Learn Policy
- Behaviour and Discipline Policy
- Recruitment Policy
- PSHCE Policy
- Safeguarding Policy

- Recruitment Policy
- Flexible Working Policy
- 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

We are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

We are undertaking **equality impact assessments** to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we will then take steps to deal with this and make sure equity of service to all.

Many of these policies, along with their Equality Impact Assessments are available on the school website. All policies are available from the school office.

The termly head teacher reports to the full governing body include reports as to the number of racist/antisocial incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs, or who are looked after. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly (either annually or bi-annually) as recommended by the Department for Education,

At Southridge all individuals 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 colleagues, adults and pupils are treated fairly, equally and with dignity and respect.
- Not discriminating against any member of staff, adult or pupil.
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide materials that give positive images of ethnic minorities and that challenge stereotypical images of all minority groups.
- Taking care when designing long term planning, paying due regard to the use of this guidance to direct the choice of topic to study, and in how to approach sensitive issues.
- Challenging any incidents of prejudice or discrimination and reporting to the Head Teacher or Governing Body as appropriate.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed termly, then annually and action plans developed accordingly. At our school, we monitor the impact of any

strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has an accessibility plan and this is reviewed and included as part of the Single Equality Scheme. A copy of this plan is also available in the school office.

Foster good relations between people who share a protected characteristic and people who do not share it.

The area of North Tyneside from which we draw the vast majority of our school population – Whitley Bay/ Monkseaton is predominantly White British and Christian. Therefore we have very few BME pupils or pupils for whom English is not their first language.

Our school is also situated in an area of predominantly private housing (29-37% high social class households). The percentage of children eligible for free school meals is very small and well below the national average. The percentage of children with special educational needs is also well below the national average.

In this respect our community is not typical of many localities in Britain. We recognise the challenge this gives us to ensure our children understand the importance of building a mutual civility among different groups, and to ensure respect for diversity alongside a commitment to equality and common and shared bonds.

The school operates as a community itself and its cohesiveness will hopefully have a powerful influence on those who spend time there. Through its work and partnerships across different groups, we already promote cohesion and provide a common point of communication for a wide range of people. Equipping young people to make a positive contribution, to care for and contribute to their communities, to understand human rights and gain an international perspective all go towards developing responsible young people.

Strategies we use include:

- Everyone in the school community is treated with respect and kindness. This is extended to our parents, the local community and any visitors.
- We offer a broad and balanced curriculum which reaches beyond our own community and has a more global perspective too.
- SEAL
- Strong citizenship and PSHE curriculum
- School and class assemblies
- Celebratory events for all the major festivals
- Strong links with the local community
- Strong links with other local schools
- Very strong commitment to Community Cohesion.

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for fostering good relations between people who share a protected characteristic and people who do not..

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

Sue Hall - Headteacher
Steve Williams - Chair of Governors

If you would like this information in an alternative format that would better suit your needs e.g. Large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language , we will do our best to help you.

Please contact:
Tel: 0191 9176665
Email: office@southidgefirst.org.uk
If you have any comments about our Scheme please contact us

What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2020 to 2023**.

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

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

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

Our Key equality and diversity objectives are:

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

What do we mean by Equality and Diversity?

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

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.

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. The school will work hard to ensure that it:

- Does not discriminate 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.
- Ensures that all pupils have equal access to the full range of educational opportunities provided by the school and that the taught curriculum reinforces the principle of equality
- Removes any forms of indirect discrimination which may form barriers to learning
- Ensures that all recruitment, selection, promotion, training and development systems are fair and accessible to all
- Challenges stereotyping and prejudice whenever it occurs.
- Celebrates the cultural diversity of our community and showing respect for all minority groups
- Respects individual differences
- Recognises and valuing the contribution of all staff and pupils
- Provides positive educational experiences and support for all pupils in an attempt to promote positive social attitudes
- Acknowledges that every member of our school community is entitled to a learning environment that promotes dignity and respect for all.
- Does not accept any forms of intimidation, bullying, harassment or victimisation.
- Provides positive action measures where appropriate and permissible by legislation
- Provides appropriate in-service training for all staff to ensure they are aware of their role and responsibility in relation to the equalities agenda

This Scheme applies to our

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors
- Community Users
- Extended School users

Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

Our school values and visions

In meeting the duties described above will mean that all our actions will embody our school's key principles and values, which include:

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.

- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. It is our view that inclusion means the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.

- We know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different ages, gender or sexual orientation.

- We value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, age, religious belief, national origin, gender or sexual orientation.

- We are proactive in our efforts to identify and minimise existing barriers or inequalities.

- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.

- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

Our school within North Tyneside's profile

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.

North Tyneside continues to be a place of choice for both residents and business. Local residents enjoy living in North Tyneside. The Council's latest Residents' Survey (2018) indicates that just over three in four (79%) local residents are satisfied with North Tyneside as a place to live.

The Office for National Statistics 2015 mid-year population estimate suggested North Tyneside had a resident population of around 207,913, which is greater than at any other period since 1981. The 2016-based population projections showed that the borough's population would rise to 212,100 in 2035.

The future population is expected to include increasing numbers of people aged 65 and over, largely because people are living longer. For instance, by 2035 the over 65 age group is projected to increase from 39,800 (as of 2016) to 55,800 in 2035, an increase of 40%.

The 2011 Census suggested the black and minority ethnic population (BME) of North Tyneside was 4.6% (which equates to 9,269 residents) almost doubling since 2001. The main ethnic groups within this were 'Asian/Asian British' at 1.9%, 'white other' (e.g. from elsewhere in Europe) at 1.2%, 'mixed/multiple ethnic groups' at 0.9% and 'Black/African/Caribbean/Black British' at 0.4%.

For religion, the 2011 Census suggested 63.8% of North Tyneside residents were Christian, with 0.7% Muslim, 0.3% Hindu, 0.3% other religion, 0.2% Buddhist and 0.2% Sikh. The proportion of people in North Tyneside with no religion was 28.1%, with 6.4% not stating a religion.

98.1% of people living in North Tyneside speak English. The other top languages spoken are 0.2% Polish, 0.2% Bengali, 0.1% All other Chinese, 0.1% Tagalog/Filipino, 0.1% Cantonese Chinese, 0.1% Persian/Farsi, 0.1% French, 0.1% German, 0.1% Panjabi.

45.8% of people are married, 11.8% cohabit with a member of the opposite sex, 0.8% live with a partner of the same sex, 23.7% are single and have never married or been in a registered same sex partnership, 9.8% are separated or divorced. There are 12,220 widowed people living in North Tyneside.

The top occupations listed by people in North Tyneside are Professional 17.7%, Administrative and secretarial 14.5%, Associate professional and technical 12.1%, Administrative 11.8%, Sales and customer service 10.7%, Skilled trades 10.5%, Elementary 10.1%, Caring, leisure and other service 9.0%, Elementary administration and service 9.0%, Managers, directors and senior officials 8.5%

Profile of our School

Some key statistics about our current children's population: January 2017

January 2020 Census Data

(ethnicity data is taken from over 5 year olds only)

Total on roll	350
Boys	170
Girls	187
White /Black Caribbean	0
White /Black African	0
White British	346
Indian	2
Chinese	2
White/Asian	0
AOB	0
Dual Registered	0
Service Pupils	0
Pupils adopted from care	10
Free School Meals	5
Looked After Pupils	0
EHCP	0

- Pupils eligible for Free School Meals: 5
- Pupils Ever 6 Pupil Premium: 0
- Service Pupils: 0

Pupils on roll with SEN provision

- School Support: 16
- EHCP: 1
- No SEN provision: 333
- Pupils for whom the school receives SEN top up funding: 0

End of Key Stage analysis for different groups – July 2019 - Key Stage One Y2

Groups	**Pupils**	**Reading** **Expected standard**	**Writing** **Expected standard**	**Maths** **Expected standard**
All	60	95%	87%	87%
Boys	26	96%	77%	88%
Girls	34	94%	94%	85%
FSM	0	0%	0%	0%
English as a first Language	0	0%	0%	0%
Other than English as a first Language	0	0%	0%	00%
White British	1	100%	100%	100%
White and Asian	1	100%	100%	100%
Any other white background	0	0%	0%	0%
SEN – School Support	2	50%	0%	50%
SEN – EHCP / Statement	0	0%	0%	0%

Care must be taken when interpreting data due to the very small numbers of pupils in some groups

Some key statistics about our current staff population:
40 staff

- 13% are male, 87% female
- 97.5% are from White /British backgrounds
- 0% are aged under 21
- 10% are aged over 60
- We have not identified information on religious beliefs, disability or sexual orientation in this scheme

Collecting and analysing equality information for pupils at Southridge First School

Southridge is an inclusive school. 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 the following equality information for our pupils:

We collect and analyse the following equality information for our pupils:

- Our tracking system enables us to collect and analyse the performance of all groups of children in both national tests and in teacher assessment. This includes those from 'vulnerable groups'. We look at the performance of gender groups, term of birth, children from ethnic minority backgrounds, those children with EAL, Special Educational Needs, Gifted and Talented and those in receipt of free school meals and pupil premium.
- The progress and support requirements of children with additional needs is monitored and reviewed at IEP meetings
- The progress of children with Statements of SEN is reviewed specifically through the annual statement review process
- The performance of children with EAL is monitored in addition to school monitoring, through the involvement of the EMTAS service.
- The attendance of all children and those belonging to specific groups is collected and analysed
- Involvement in clubs and extra curricular activities
- Complaints of bullying and harassment
- Complaints of racial harassment
- Conversations with parents, pupils and pupil council

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan. More specific details are included in our Annual School Development Plan.

Collecting and analysing equality information for employment and governance at Southridge First School

Southridge First School is committed to providing a working environment free from discrimination, victimisation, and harassment. We also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

- Applicants for employment
- Staff profile
- Governing Body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

Data is held in accordance with the Freedom of Information Act 2000 and the Data Protection Act 2008. Analysis of staff data would be carried out by a member of the school's leadership team only.

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan

Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan.

We did this through:

- Pupil Questionnaires
- Parent and Carer Questionnaires
- Discussions at staff meetings
- Discussions at governing bodies
- Discussion opportunities for parents/carers of children with SEN

Actions to address the issues identified have been prioritised over the three year life span of our scheme and have been included in our Action Plan

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.
- The Headteacher is responsible for the implementation of this Scheme, 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 scheme.
- Our staff are expected to 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, maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others 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, including parents/carers are adhering to our commitment to equality.

Commissioning and Procurement

Southridge First School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation.

This will be a significant factor in selection during any tendering process.

Publicising our scheme

This Scheme is a public document and will be made available to any interested stakeholder and will be publicised. We will do this via:

- School Website
- Staff and parent newsletter
- Staff induction
- Sending Scheme to all user groups of our building

Review of Progress

We will continue to review the actions we have taken in the development of our Single Equality Scheme which include:

- A summary from any equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

Ongoing evolvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvement of our Single Equality Scheme and Action Plan. This includes:

- Opportunities at School Council meetings to discuss equality and diversity issues
- Staff meetings/training sessions
- Opportunities for children and parents to have a 'voice' regarding equality and diversity
- Ensuring that staff are open to discuss equality and diversity matters during parent consultation meetings
- Having ongoing 'sharing' opportunities for parents/wider opportunities to celebrate the work of pupils and give the opportunity for feedback

Southridge First School
Single Equality Scheme Action Plan 2020 – 2023

A cross identifies which statutory duty/equality legislation the planned action is meeting. ***R= Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion***							**Outcome**	**Actions**	**Timescale**	**Responsibility**	**Success Criteria**	**Monitored by**
R	D	G	SO	A	R/B	CC	**Showing Commitment to the scheme**					
x	x	x	x	x	x	X	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Raise awareness of scheme at: Induction meetings and staff meetings Information on staff notice board	Ongoing	SLT	Induction taken place Staff aware	Head's report to GB
x	x	x	x	x	x	x	Stakeholders are aware of the Equality Plan and Accessibility Plan	Publish on website, newsletters, notice board	Annually 2020 -23	Head	Governors and parent questionnaire indicates an awareness of the scheme	Heads report to GB
x	x	x	x	x	x	x	To ensure that the school's policies do not impact negatively upon different community groups	To continue a rolling programme of impact assessments as school policies are being reviewed	2020-23	Headteacher	That policies continue to be reviewed and assessments made against the risk	Head's report to GB

Ensuring Equality of Opportunity and Participation												
x	x	x					Continue to monitor and analyse pupil achievement by race, gender and disability.	Act on any trends or patterns in the data that require additional support for pupils.	Ongoing Termly- 2020-23	SLT	That termly analysis of vulnerable groups is made and remedial actions identified and actioned.	TLR / SLT reports to Curriculum Committee
x					x	x	To ensure access of information to all parents	To ensure that staff make the time to explain letters home to EAL parents where appropriate	Ongoing 2020-23	All staff	That EAL parents have a better understanding of literature sent home,	Report to Governors
x	x	x	x	x	x	x	To ensure that a diverse range of pupils are making a positive contribution to the life of the school.	ensure that all pupils are given the opportunity to make a positive contribution via School Council, Playground Buddies, performances, fund raising etc.	Ongoing 2020-23	Class teachers/ SLT	That representation on various groups within the school reflect a diverse range of pupils	
x	x	x	x	x	x	x	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. breakfast club, after school clubs and extra curricular activities.	Ongoing 2020 -23	Staff	That monitoring attendance evidences a diverse range of pupils attending clubs	Report to Governors

Promoting Positive Attitudes and Meeting Needs												
x	x	x	x	x	x	x	To ensure that diversity is promoted across the school	A proportion of displays in the classroom and corridors will reflect diversity.	Ongoing 2020 -23	Class Teachers	That Learning Environment audits indicate a range of diversity is promoted.	SLT
x	x				x	x	To continue to increase pupils awareness of different communities.	To continue our cross school work with Whitley Bay Partnership Schools To celebrate cultural events throughout the year e.g. Divali, Eid, Christmas etc. Visits to places of worship from different faiths e.g. mosque and Hindu Temple	Ongoing 2020-23	All staff	That pupils awareness is raised- via pupil discussion / RE / PSHCE work	Head's report to GB
x	x	x	x	x	x	x	To ensure that resources reflect all aspects of the community.	To continue replenishing library and phase resources with high quality books addressing the range of issues.	Ongoing 2020-23	Subject Advisors/TLR Umbrella Leaders	That an increasing number of resources positively reflect a diverse community	Subject Leaders Dev Plans shared with Curriculum Committee
			x				To investigate appropriate ways of raising pupils' of different sexual orientations in an age appropriate manner.	To liaise with health, LA professionals, school partners and parents to consider this aspect of Relationships Education	2020-23	PSHCE Advisor/Subject Leader Relationships Education from Sept 20	That discussions have taken place and ways forward agreed with governors and Parents	Head's report to GB

x	x	x	x	x	x	x	To meet the learning and personal developmental needs of all pupils. Staff trained in managing physically challenging behaviours	To share expertise and resource between Silverdale, and mainstream staff to enable all pupils to achieve their optimum success Restraint and physical intervention training has already taken place for key staff	2020-23	SLTs	That joint methods of working and sharing practise are developed	Head's report to GB
	x						To ensure that the building does not become a barrier for disabled learners and staff	To update and review where appropriate the School Accessibility Plan	As required	HT & Gov's	Building meets disabled stakeholder's needs	SFPHS Committee
Eliminating Discrimination and Harassment												
x	x	x	x	x	x	x	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	Autumn 2020	Head/ SLT	That procedures are followed and incidents reported appropriately.	Head's report to GB
x	x	x	x	x	x	x	To develop our community's awareness of individual rights and responsibilities.	Relationships Education from Sept 20.	Sept 2020 - 21 First full cycle of new Relationships Education	Subject Advisor	Relationships Education is interwoven in our school's ethos and culture.	Head's report to GB

x	x	x	x	x	x	x	To ensure that the school's procedures for dealing with bullying/harassment are clear and known by all stakeholders.	To review our Anti – Bullying policy, publish on website and explain procedures we follow. Anti-Bullying week Autumn 2020	Autumn 2020	Deputy Head	That the policy has been reviewed and procedures are clearly understood by all.	Head's report to GB