

# New Marske Primary School and Blossom Tree Nursery

## Single Equality Statement

**Approved:**

**Review: Autumn 2021**

### [Article 2](#)

(Equality) The convention applied to everyone whatever their ethnicity, gender, religion, abilities, whatever they think of say, whatever type of family they come from.

# Single Equality Scheme 2019- 2021

## Introduction

This Single Equality Scheme brings together action plans for Sex, Race, Disability, Religion or Belief, Sexual Orientation, Gender Reassignment and Pregnancy or Maternity, thus meeting the school's statutory duties in these areas. It also goes beyond these areas and begins to consider how the school develops its approach to equalities and diversity for all our pupils, staff and their parents and carers. We are also committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

As well as delivering high quality services to its pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices.

## The School

New Marske Primary School is an average size primary school. The pupil population is mainly White British with a small number of pupils from minority ethnic groups. The proportion of pupils eligible for a free school meal is below the national average, as is the number of pupils who are eligible for Pupil Premium. The proportion of pupils that have a special educational need and/or disability is in line with the national average.

## School Context

The characteristics of our school

A brief description of our school and its community setting

Characteristic	Total	Breakdown
Number of pupils	281	Number female: 141 Number male: 140
Number of staff	27	Number female: 25 Number male: 2
Teachers	14	Number female:13 Number male: 1
Teaching Assistants	11	Number female: 11
Non teaching staff	2	Number female: 2 Number male: 1
Number of governors	12	Number female: 8 Number male: 4
Religious character	<b>School</b> non denominational <b>School Community-</b> White British	
Attainment on entry compared to local and national %s	Broadly in line with local and national expectations	
Pupils eligible for (Ever 6) FSMs	24.9%	
Deprivation factor	Education 30-80% most deprived in England (top 30% least deprived) Income: 80-90% or top 10-20% in England	
Disabled pupils	0	

SEN Support	14.4%
SEN with EHC plan	0.7%
Disabled staff	0
BME pupils	3
BME staff	0
Pupils who speak English as an additional language	3
Attendance %	Overall absence 2018/2019: 96.24%
Significant partnerships	The Galileo Multi Academy Trust Cheeky Monkeys Sure Start Family Learning Redcar and Cleveland Primary Schools Central Cluster

## National Context for Diversity

As well as delivering on its commitment to promote equality across all of the nine strands of diversity: age, disability, faith and belief, gender, race, sexual orientation, gender reassignment, marriage and civil partnerships the school has a duty to comply with a large and complex range of equality legislation.

As such, the Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements including:

**The Education and Inspections Act 2006** - establishes a new strategic role for Local Authorities, including duties to promote choice, diversity, high standards and the fulfilment of potential for every child and places a duty on school governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration;

**Disability Discrimination Acts (DDA)** - give disabled people rights in a wide range of key areas such as employment, education, access to goods, facilities and services and buying or renting land and property. They require public bodies to promote equality of opportunity for disabled people, and organisations to take reasonable steps to tackle policies, practices and physical features that act as a barrier to disabled people who want to access their services.

**Equality Act 2006** – establishes a single Commission for Equality and Human Rights (CEHR) from October 2007, and a duty on public authorities to promote equality of opportunity between men and women (the 'gender duty'). It also makes discrimination on the grounds of religion or belief in the provision of goods, facilities, services, premises, education and the exercise of public functions unlawful, and provides powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, including adoption. The Equality Act regulations came into force in April 2007.

**Employment Equality (Religion or Belief)/(Sexual Orientation) Regulations 2003** – outlaw discrimination in employment and vocational training on the grounds of religion, belief or sexual orientation. It prevents both direct and indirect discrimination as well as harassment and victimisation on these grounds.

**Civil Partnership Act 2004** ensures same sex partners who register as civil partners will be treated the same as a married couple for a number of legal rights. These include pensions, recognition for immigration, equal treatment for tax purposes including inheritance tax and better protection from domestic violence. Civil partners are also exempt from testifying against each other in court as are married couples, as well as having next of kin rights, thus overcoming a number of previously experienced problems. Local authorities are obliged to provide civil partnership ceremonies as part of their register office functions where they are requested. A couple who have not registered their partnership but have lived together as if they were civil partners are to be treated as heterosexual unmarried couples living together as husband and wife.

**Equalities Review**, which was jointly sponsored by the Equality Minister and the Minister for the Cabinet Office: Investigated the social, economic, cultural and other factors that limit or deny people the opportunity to make the best of their abilities

- Provided an understanding of the long term and underlying causes of disadvantage that need to be addressed by public policy
- Made practical recommendations on key policy priorities for: the government and public sector; employers and trade unions; civic society and the voluntary sector.
- Informed both the modernisation of equality legislation, towards a single equality act; and the development of the new commission for equality and human rights.

**Gender Recognition Act 2004** - allows transgender people (who are able to satisfy the necessary evidential requirements) to apply for a Gender Recognition Certificate, which provides full legal recognition of their acquired gender. Following a successful application, the law regards the transsexual person as being of their acquired gender, and ensures they have all the rights and responsibilities appropriate to that gender.

**Human Rights Act 1998** - The act applies directly to public authorities and incorporates the European Convention on Human Rights into UK law. Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamental in maintaining a fair and civilised society.

**Race Relations (Amendment) Act 2000** amended the 1976 Race Relations Act which was introduced to prevent discrimination on the grounds of race, colour, nationality, ethnic and national origin in the fields of employment, the provision of goods and services, education and public functions. It also set up the Commission for Racial Equality (CRE). The 2000 amendment to the act introduced onto public authorities the general duties to promote racial equality and eliminate unlawful discrimination.

## The Gender, Race and Disability Equality Duties

These duties impose broad obligations on public authorities, including schools, to:

- Eliminate discrimination and harassment;
- Have due regard to the promotion of equality and opportunity between persons and other persons;
- Promote positive attitudes;
- Encourage participation by minority and under-served groups in public life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others.
- Conduct impact assessments, and draw up relevant schemes (and publicise them).

The three duties are broadly similar in their approach and aims, however in order to ensure the school is compliant with all, they are detailed:

### The Race Equality Duty

#### What is Race?

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

#### What is the Race Equality Duty?

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

**The General Duty** as set out in section 71(1) of the Act, requires a school in carrying out its functions to have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between different racial groups.

**The Specific Duties** are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001 which states that school should develop a race equality scheme which highlights:

- Those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements for:
- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- Monitoring its policies for any adverse impact on the promotion of race equality
- Publishing the results of its assessments, consultation and
- monitoring, providing public access to information
- Training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

### **What are the key issues for our school?**

As this area is predominately white, the school endeavours to promote racial harmony through work in PSHE and teaching through collective worship. Since May 2018, the school have been involved with the Syrian Refugee Programme which aims to integrate children from conflict zones in the middle east in school in the United Kingdom. Our ethnic minority children (a very small minority) are usually in our average achieving groups.

It is important that the school works to ensure that the minority of pupils whose ethnicity is other than white British are not subject to any racial/ethnically based bullying or discrimination and are afforded full equal opportunities.

As most pupils do not have day to day experience of a multi-ethnic society it is especially important that the school curriculum, extra curriculum activities and resources reflect the diversity of the British society and promote racial equality.

In fulfilling our legal duties, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

### **What impact have we already had on race equality in our school?**

The school has in place a robust anti-bullying policy and all bullying incidents are recorded and investigated. All incidents of bullying, incidents of a racist or extremist nature are reported termly in the head teachers report to governors.

The very small number of pupils with ethnicity other than White British makes it statistically very unsafe to make generalisations about relative attainment and achievement. However, the progress of all pupils is monitored regularly. The Leadership Team and the Head teacher monitor all children's progress and evaluate with staff the

effectiveness of interventions. We raise awareness of these issues through our teaching SEAL in our PSHE scheme and our Christian ethos. We do not tolerate any negative racial remarks.

## The Disability Equality Duty

### What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually as a result of conditions such as arthritis and multiple sclerosis. There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as:

- the ability to move around
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight
- memory, or ability to concentrate, learn or understand
- ability to recognise physical danger

and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act

There are two approaches to disability commonly used, the Medical Model and the Social Model.

### Medical Model

The “medical model” is a traditional model of disability focused on the individual and their particular physical difficulties which prevents them from undertaking everyday activities which non-disabled people take for granted. The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the following diagram



### Social Model

The “social model” focuses on the social environment and how it causes some people to be disabled. If the organisation of society e.g. stairs to access buildings, lead to disability

then these things must be changed. The disabling forces at work where the 'social model' is applied can be seen below:



The School fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

### What is the Disability Equality Duty?

There are two duties which apply to schools

The **General Duty** requires the school to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. This general duty provides a framework for the council to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish an access plan demonstrating how it intends to fulfil its general and specific duties.
- Involve disabled people in the development of the scheme which outlines:
  - The way in which disabled people have been involved
  - The school's methods for impact assessment
  - Steps which the authority will take towards achieving the general duty
  - The school's arrangements for gathering information in relation to employment, education and service delivery
  - Deliver the scheme within three years, unless it is unreasonable and impractical to do so.

### What are the key issues for our school?

Staff and Governors carefully monitor provision for pupils and parents with disabilities. The school has a disabled parking space, an automatic door at the main entrance and a less abled toilet. All of the classrooms and work areas are situated on the ground floor.

Infrastructure to and around school allows easy access to the building. Pupils with visual and auditory impairments receive additional support and a range of equipment is available to support learning. The school actively promotes and encourages applications from all sections of society. At school we treat each child or adult as an individual and respond to their needs. We actively engage with parents to ensure that effective provision is made for their child's needs. At times we arrange for treatment to take place in school. We ensure statemented provision is met.

## **The Gender Equality Duty**

### **What is Gender?**

The term 'gender' refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

The significance of this is that the lives and experiences of women and men, including their experience of accessing services, can be significantly different. Gender is not always fixed and the Gender Equality Duty urges public service providers to have due regard to the needs of transgender residents.

### **What is the Gender Equality Duty**

The duty to promote Gender Equality was issued under the Equality Act 2006 which amended the Sex Discrimination Act of 1975, in a similar vein to Race and Disability legislation, it contains both a general and specific duty:

**The General Duty** on all authorities is when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination between women and men
- to promote equality of opportunity between men and women

**The Specific Duties** are as follows:

- to prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives,
- in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap,
- to gather and use information on how the public authority's policies and practices affect gender equality in the workplace and in the delivery of services,
- to consult stakeholders and take account of relevant information in order to determine its gender equality objectives,
- to assess the impact of its current and proposed policies and practices on gender equality,
- to implement the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so,
- to report against the scheme every year and review the scheme at

least every three years.

### **What are the key issues for our school?**

The learning community consists of some lone parents, so some children do not have male role models. There are far fewer male staff in the school environment. Boys' achievement in some areas is lower than girls'.

### **What impact have we already had on gender equality in our School?**

We take every opportunity to employ /bring males into school to give children good first hand experience of equality. We monitor playground activity to ensure equal opportunities exist. We monitor data carefully to compare the achievement of boys and girls. The school is aware of the need to address such imbalances, challenging gender stereotypes and catering for different learning styles and interests to engage and challenge all pupils regardless of gender.

## **Age, Faith & Belief and Sexual Orientation**

"Strong and Prosperous Communities" the recent Local Government White Paper has recognised the importance of community cohesion and valuing all residents to improving quality of life. This is coupled with the ongoing Discrimination Law Review which is considering the introduction of a single public sector equality duty, thus creating a more streamlined equalities structure. Also, the ongoing equalities review has recently reported and identifies the core priorities for local authorities and their partners in terms of promoting equalities. This will highlight all aspects of equalities into the work of public authorities.

The school is already committed to improving its services and the quality of life for all the New Marske community residents regardless of their race, gender or disability but also their age, faith and sexual orientation. As a result the school is looking to develop strategies and action plans in these areas in the short and medium term. This will supplement the general commitment in this scheme to introduce actions which wherever possible cut across all nine diversity strands. Further information on age, faith and sexual orientation is given below.

## **Age**

The Employment Equality (Age) Regulations 2006 came into force on 1st October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age. The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training.
- ban unjustified retirement ages of below 65.
- remove the current age limit for unfair dismissal and redundancy rights.
- They also introduced:
  - A right for employees to request working beyond retirement age and a duty on employers to consider that request.
  - A new requirement for employers to give at least six months notice to employees about their intended retirement date so that individuals

can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

- The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

## **Faith & Belief**

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

## **Sexual Orientation**

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce.

In the wider community the Government estimates that approximately 5% of the population are either gay men, lesbians or bisexuals although figures are not clear as no national census has requested data on sexual orientation. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. As such renewed efforts will be made to consult and involve gay, lesbian and bisexual people in the development of school services.

## **How We Have Developed the Scheme**

This scheme has been developed collaboratively and is the result of working with pupils, staff and parents and carers. Pupils have completed additional surveys around bullying which have helped us to judge whether bullying related to discrimination is taking place.

## **Equality Impact Assessments**

Equality Impact Assessments are a crucial mechanism for ensuring the embedding of equalities and diversity. Impact assessments will be carried out covering all 9 equality and diversity strands and will identify both good practice as well as areas where our performance in ensuring diversity could be improved. In line with statutory requirements our equality impact assessment process will be applied to both new policies as well as existing policies and functions on an agreed programme.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

### **The Head Teacher will:**

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the scheme so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the scheme
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance.

### **The Local Governing Board will:**

- designate a governor with specific responsibility for the Single Equality Scheme
- establish that the action plans arising from the scheme are part of the SIP
- support the Head teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every two years

### **The Senior Leadership Team will:**

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and CPD opportunities to support the scheme
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the SIP

### **Parents/Carers will:**

- have access to the scheme
- 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

## School Staff will

- accept that this is a whole school issue and support the Single Equality Scheme
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements

## Pupils will

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme

## Our School's Equality Priorities

Priority	Category	Diversity Strand	Background
1.Ensure that all pupils make good progress in reading, writing and mathematics relative to their starting points pupils	Attainment	Gender/Race/disability	We aim to ensure that all pupils make good progress regardless of their socio/economic/cultural background
2. Monitor and track the progress of boys and girls to ensure there are no gender inequalities	Attainment	Gender	We aim to ensure that all pupils are challenged and supported and able to achieve their full potential
3.Monitor and track the progress of pupils with special educational needs to ensure they make good progress.	Attainment	Disability	We aim to ensure that pupils with special education needs make the expected progress.
4. Racial and Disability awareness will be promoted through the curriculum and assemblies and monitored by the senior leadership team.	Pastoral Curriculum	Race Disability	We aim to promote community cohesion through teaching in class and in assemblies.
5. Attendance will be analysed on	Pastoral	Gender Race	We aim to monitor patterns of attendance between boys

the basis of gender and race			and girls and between difference ethnic groups.
6. Racist incidents will be logged and reported through the relevant Governing Body committee and the local authority.	Pastoral	Race	We aim to ensure that racist incidents are not tolerated.

This Action Plan sets out how New Marske Primary will work to meet the duties under the Equality Act 2010.

<b>Priority Issue and objective 1</b>	1.Ensure that all pupils make good progress in reading, writing and mathematics relative to their starting points pupils	
Category	Achievement	
Diversity Strand	Gender/Race	
Tasks	Detail	Responsibility
Analyse performance data termly	In house data FFT data ASP	SLT Class teachers Priority meetings
Review / Impact Assessment	SEF <ul style="list-style-type: none"> <li>The quality of pupils' learning and their progress</li> </ul>	

<b>Priority Issue and objective 2</b>	Monitor and track the progress of boys and girls to ensure there are no gender inequalities	
Category	Curriculum	
Diversity Strand	Gender	
Tasks	Detail	Responsibility
Analyse performance data	Ensure that the schools monitoring systems are robust and reviewed regularly (lesson observation, moderation, book scrutiny, performance reviews, learning walks...)	SLT Governors
Review / Impact Assessment	SEF <ul style="list-style-type: none"> <li>The extent of pupils' spiritual, moral, social and cultural development</li> <li>The quality of teaching</li> <li>The extent to which the curriculum meets pupils' needs, including, where relevant through partnerships</li> <li>The effectiveness of care, guidance and support</li> <li>The effectiveness with which the school promotes equal opportunity and tackles discrimination</li> <li>The effectiveness with which the school promotes Community Cohesion</li> </ul>	

<b>Priority Issue and objective 3</b>	Monitor and track the progress of pupils with special educational needs to ensure they make good progress	
Category	Achievement	
Diversity Strand	Disability	
Tasks	Detail	Responsibility
Analyse performance data	The Senior Leadership Team and Governors will regularly analyse and interrogate school data to ensure that pupils with SEN are making good progress.	SLT SENDCO Priority Governors
Review / Impact Assessment	SEF <ul style="list-style-type: none"> <li>The extent of pupils' spiritual, moral, social and cultural development</li> <li>The effectiveness with which the school promotes equal opportunity and tackles discrimination and their progress</li> </ul>	

<b>Priority Issue and objective 4</b>	Racial and Disability awareness will be promoted through the curriculum and assemblies and monitored by the senior leadership team.	
Category	Pastoral Curriculum	
Diversity Strand	Race Disability	
Tasks	Detail	Responsibility
Curriculum review will be used to ensure that teaching and learning is relevant and used to raise awareness	Curriculum content will be regularly reviewed. Visitors will be invited to school regularly. The school will develop partnerships with other schools/agencies to promote community cohesion	SLT
Review / Impact Assessment	Results of analysis presented at full Governors meeting termly.	

<b>Priority Issue and objective 5</b>	Attendance will be analysed on the basis of gender and race	
Category	Pastoral	
Diversity Strand	Race and gender	
Tasks	Detail	Responsibility
Analysis of pupil attendance/exclusions will be monitored	Pupil attendance is monitored closely and checked for trends/patterns in gender/race	Education Welfare Officer (Galileo MAT) Headteacher
Review / Impact Assessment	Results of analysis presented at full Governors meeting termly.	

<b>Priority Issue and objective 6</b>	Racist incidents will be logged and reported through the relevant head teacher's report at full Local governing board meetings.	
Category	Pastoral	
Diversity Strand	Race	
Tasks	Detail	Responsibility

A log of racist incidents will be maintained	Teachers record any racist incidents and inform the Headteacher	Teaching Staff Headteacher
Review / Impact Assessment	Results of analysis presented at in head teacher report for full governing board meetings	