

Battle Hill Primary School

Single Equality and Diversity Scheme, Policy and Action Plan

Date adopted by Governing Body: February 2023

Reviewed: February 2024

Next Review: February 2025

Learning together and having fun

At Battle Hill Primary School, we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

Vision

At Battle Hill Primary we make sure that no door of opportunity is closed, so all children have a life full of choices. Our team are passionate that every child should make the best possible progress, socially, emotionally and academically, no matter what their starting points. The school is at the heart of the local community; we know our families very well and our curriculum reflects this. We offer our children a very carefully constructed programme of learning, rich in opportunities to build knowledge and skills, within exciting and meaningful contexts, so children move onto their next venture fully prepared for future education and careers. Our team go above and beyond to offer our children a chance to follow their interests and challenge themselves through our enrichment experiences. We foster a culture of mutual respect and acceptance, promoting British values in every aspect of school life. We nurture an understanding of children's responsibility for other people in our school and wider community. Through special experiences and challenging conversations, we build their awareness and sense of responsibility for other communities and the natural world we live in.

Ofsted (March 2022) stated 'This is a school with high aspirations for all pupils... Equality and diversity are threaded throughout the curriculum. Pupils learn about authors, artists and famous people from different cultures, such as Alma Thomas in art and Mary Seacole in history. School leaders have fostered strong international links. As part of its international work, the school has hosted Chinese students and pupils have visited Poland'.

School Profile

Battle Hill Primary School is an above average size, 2 form entry primary school, with preschool consisting of 30 hours funding for 3-year-olds, funded 2-year-old places and playgroup. We open to the community, offering Family Thrive, Stay and Play and Baby Weigh in Clinic.

The school has double the national average of free school meals, at 50% population. It is decile 3 on the IDACI with 10% of pupils live in the 20% most deprived areas nationally. We offer a daily Breakfast Club free of charge and free extra-curricular activities are on offer after school and during school holidays.

The school serves an area that is considerably disadvantaged both socially and economically. The number of pupils with learning difficulties/disabilities is well above the national average. The school has largely White-British pupils with 9% from minority ethnic backgrounds. The school is the top 20% for numbers of pupils with SEN support.

Number of pupils on roll	301 (R-Y6)	
RACE PROFILE		
	Number of pupils	% of pupils
Arab	1	0.4
Asian/Asian British	2	0.6
Black/African/Caribbean/Black British	12	4
Pakistani	2	0.6
Turkish/Turkish Cypriot	1	0.4
White British	274	91
Other	9	3
RELIGION/BELIEF PROFILE		
	Number of pupils	% of pupils
Christian	41	13.6
Buddhist	0	0
Hindu	1	0.4
Muslim	9	3
Sikh	0	0
Jewish	0	0
Other	5	1.7
No religion/belief	105	34.9
Prefer not to say	7	2.3
Undeclared	133	44.1
GENDER PROFILE		
	Number of pupils	% of pupils
Male	167	55.5
Female	134	44.5
SEND Profile		
	Number	%
Communication and Language	52	17.3
Cognition and Learning	15	4.9
Social, Emotional and Mental Health	28	9.3
Sensory and/or Physical	4	1.3
Number of pupils on SEND Register	99	32.8
Pupils with an EHCP	11	3.6

Aims

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

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

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to the promotion of sex, race, disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

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.

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) sex, race, disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Who does this scheme apply to?

This equality scheme applies to the following stakeholders:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors
- Community Users

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 and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

A recent North Tyneside resident's survey shows that almost three-quarters of residents in North Tyneside feel like they belong to their local area which remains unchanged and significantly higher than the National average (62%).

North Tyneside's population stands approximately 209,000 people. 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 populations:

48% are male and 52% are female.

5% are from BME communities (estimated)

18% are aged under 16.

20% are aged over 64+.

Our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come through to the borough as asylum seekers and economic migrants. We have supported the Ukrainian population coming to the region in recent months.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low however. Many minority religious groups practice their religions in Newcastle, which has sizable communities of the Jewish, Muslim and Hindu faiths.

Income deprivation contributes to enduring and significant health and social care challenges. Data from 2015 Index of Multiple Deprivation shows that income deprivation across the borough is similar to the national average.

North Tyneside's population is getting older and there are more people aged over 85 than ever before (see Appendix B for more details on the demographic make up of the borough). However, needs are driven not just by age. There are estimated to be around 15,000 people over the age of 65 who live alone and are at risk of social isolation or loneliness. The number of people aged over 75 living alone is predicted to rise by 60% by 2035 and is expected to place more pressure on health and social care services. Those who feel isolated are more likely to be the most vulnerable groups in society, specifically:

Workless residents (30% vs 7% overall)

Social tenants (17%)

Those residents with a disability (15%)

Those with self-reported poor health (29%).

The rate of mental illness in North Tyneside within residential or nursing care is significantly higher than England. More than one in 10 of the adult population has a caring responsibility with an estimated one in seven of North Tyneside's over 65 population caring for someone. North Tyneside has also seen an increase in the challenges and complexity of adults with mental health needs based in the community.

Average life expectancy is now 80 years (78 years for men and 82 years for women). Healthy life expectancy at birth for women remains static at 62 years and male healthy life expectancy has increased by one year to the same age.

Whilst both figures are above their respective North-East averages, they remain below national average. A child born today in the most deprived part of the Borough can expect to live on average 11 years less than a child born in the least deprived part (11.7 years and 10.9 years for men and women respectively). Although the gap in life expectancy has remained static for around 10 years, this inequality gap has recently widened. The average of healthy life expectancy in North Tyneside is still below the state pension age for both men and women. It is, however, estimated that the onset of ill health begins around 15 years earlier in our most deprived communities compared to those that are least deprived.

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

Roles and Responsibilities

Governors are responsible for

- Ensuring that the school complies with all equality legislation.
- Approving and adopting the schools single equality scheme
- Receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved

- A named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for

- Promoting the single equality scheme both inside and outside the school
- Ensuring that all staff 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 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

Pupils will:

- Engage with the school in eliminating any discrimination
- Promote a positive environment for learning
- Show commitment to undertaking further learning in this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This single equality scheme will run for three years but will be reviewed and reported upon annually to the Governing Body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the Governing Body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the school's equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage 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.



Battle Hill primary School

Staff Equality, Equity, Diversity and Inclusion Policy

Our Vision for Equality

We are committed to achieving equality for all who learn and work in Battle Hill Primary School. We wish to develop a fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well-motivated workforce where all colleagues are treated equally and with respect.

Our Single Equality and Diversity Scheme will help us to achieve this vision and give us a framework for action across all equality, particularly for the three that have positive duties associated with them: race, disability and gender or sexual identity. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. This scheme demonstrates our commitment to not only comply with the legislation, but also to move towards mainstreaming equality and diversity by bringing together our work into one place, and putting in place a comprehensive quality action plan to ensure our commitments are carried out. This document will also contribute to the school's duty to promote Community Cohesion.

Legal Duties

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Guiding Principles

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by six principles.

Principle 1: *All learners are of equal value. All teaching and support staff who work in school are of equal value.*

We see all learners, potential learners and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender or sexual identity
- Whatever their age.

Principle 2: *We recognise and respect diversity*

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised

Principle 3: *We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:*

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: *Staff recruitment, retention and development Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:*

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender or sexual identity
- Whatever their age

Principle 5: *We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:*

- Disabled and not disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls, boys, women and men

Principle 6: *Society as a whole should benefit. We intended that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:*

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both men, women, boys and girls

Action Plan

We recognise that the actions resulting from a policy are what make a difference.

Every 3 years we draw up a single Equality and Diversity action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

Our Current action plan is set out in **Appendix B**.

Provision in School Opportunities for addressing equality and cohesion exist within:

- Whole school assemblies
- Collective worship and reflection time
- SEAL/PSHCE
- Circle time
- Other curriculum areas, particularly History, Geography, RE and Literacy
- School systems and structures

As an example of provision, we:

- Use opportunities, through assemblies and collective worship, to deal with issues of prejudice e.g. Show Racism the Red Card
- Maximise opportunities to celebrate the richness and diversity of different faiths and cultures through our calendar of multi-Faith/Multi-Cultural celebrations (e.g. Chinese New Year, Holi, Eid, Summer Solstice etc)
- Use opportunities through national awareness raising events to encourage reflection on prejudice (e.g. Remembrance Day, Holocaust Memorial Day, Anti Bullying Week)
- Display work from all pupils with achievements in areas of the curriculum and on personal attributes
- Ensure the materials and contents of the curriculum cover a wide diversity of different cultures and people
- Provide support for children to access the curriculum, including support for EAL pupils and children with SEND
- Provide opportunities for pupils, parents and staff to have a voice including school council and parents' meetings

Addressing prejudice and prejudice -related bullying

The school is opposed to all form of prejudice including:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

There is guidance in the anti-bullying policy on how prejudice related incidents should be identified, assessed, recorded and addressed. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they were dealt with.

Roles and Responsibilities

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. A member of the Governing Body has a monitoring role regarding the implementation of this policy.

The Headteacher 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 case of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in school
- Deal with any prejudice related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to pupils and parents.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Evaluation

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, making adjustments as appropriate. In particular we:

- Collect, analyse and use data relating to attendance, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender
- Prejudice related incidents are monitored by the Governing Body on a termly basis and reported to the Local Authority on an annual basis
- Pupil perceptions are evaluated through pupil questionnaire and individual and group interviews as part of the school routine monitoring and evaluation protocols.

This policy will be reviewed annually.

Appendices

Appendix A: *Summary of legislative requirements*

Appendix B: *Current Action Plan*



Learning together and having fun

APPENDIX A

The school should take into account and incorporate the following legal framework when creating an Equality & Diversity Policy:

- The Race Relations Act 1976 (as amended in 2000)
- The Disability Discrimination Act 1995 (as amended in 2005) • The Sex Discrimination Act 1975 (as amended by the Equality Act 2006)
- The Equality Act 2006 • The Human Rights Act 1998
- The Protection from Harassment Act 1997
- The Employment Equality (age) regulations 2006
- The Employment Equality (Religion or Belief) regulations 2003
- The Employment Equality (sexual orientation) regulations 2003
- The Rehabilitation of Offenders Act 1974
- The Equal Pay Act 1970
- The Part Time Workers Regulations 2000

Discrimination

The school should recognise that discrimination occurs when someone is treated unfairly or less favourably than another person. There are four ways in which discrimination can occur:

1. Direct Discrimination - when someone is treated less favourably than someone else because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity
2. Indirect Discrimination - when a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim
3. Victimisation - this has a very specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation
4. Harassment - conduct which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur because of persistent treatment or an isolated incident. Harassment can be related to a person's age, race, sex, disability, religion or sexual orientation. The school should also recognise that unlawful discrimination can occur before, during or after the employment relationship. The school should not tolerate any form of discrimination or harassment from employees, students or the public and should work to improve attitudes and actions

APPENDIX B

Battle Hill Primary School
Single Equality Action Plan

Action	Equality (which strand(s) does it impact upon?)	Responsibility (who will be responsible for it?)	Timescale	Progress
1. To involve internal and external stakeholders in the equality process, including consultation and gathering information on different groups represented	All protected characteristics	Governing Body/ Headteacher SENDCo SLT PSHE Lead	Ongoing	
2. To raise staff awareness, personal knowledge and skills of the Single Equality and Diversity Scheme and provide any training required in the strands (e.g SEND)	All protected characteristics	Headteacher SLT SENDCo PSHE Lead	Ongoing	
3. To raise pupil knowledge and understanding of equality and diversity issues, the diversity of Great Britain and the groups that make up our local area, wider UK areas and global community	Race, religion and beliefs	Headteacher SLT SENDCo PSHE Lead	Ongoing	

4. To raise pupil knowledge and understanding of a range of disabilities	Disability	Headteacher SLT SENDCo PSHE Lead	Ongoing	
5. Diminish the difference (progress and attainment) between groups across school	All protected characteristics	Headteacher SLT SENDCo Teaching and support staff	Termly Pupil Progress Meetings	
6. To provide opportunities for all, both within and outside of the usual school day (including residential and trips), ensuring equal access to all groups within the community	All protected characteristics	Headteacher SLT SENDCo PSHE Lead	Ongoing	

