



**Schools HR**  
ENGIE & NTC in Partnership, Quadrant East,  
Second Floor (right), The Silverlink North, Cobalt  
Business Park, North Tyneside, NE27 0BY



# SINGLE EQUALITY PLAN

## Section 1 – Equality & Diversity Toolkit Frequently Asked Questions (FAQ's)

Toolkit Section	Document Description	Actions required by	Replaces HR Document Ref:
Section 1	<p><u><i>Equality &amp; Diversity Frequently Asked Questions (FAQ's)</i></u>            Source of information for Governors and school leaders as to the implications of the 2010 Equality Act and duties/responsibilities placed upon them.</p>	N/A - This is for information only	<b>GUI014</b>

## Section 1 – Equality & Diversity Frequently Asked Questions (FAQ's)

The following are answers to the most frequent questions relating to responsibilities / duties derived from the 2010 Equality Act. Please click on the relevant question below to be taken to the appropriate answer. If your question is not here then please contact your Link HR Business Partner for further advice/guidance.

- Q1 [\*What Key documents are required to be in place to ensure we are fulfilling our responsibilities as defined by the 2010 Equality Act?\*](#)
- Q2 [\*What are the protected characteristics I need to consider?\*](#)
- Q3 [\*What is the difference between Equality & Diversity?\*](#)
- Q4 [\*What should be expected from staff in promoting equality & diversity within school?\*](#)
- Q5 [\*What should be expected from the Governing Body & School Leaders to promote equality & diversity?\*](#)
- Q6 [\*What legislation underpins the duties on schools relating to equality?\*](#)
- Q7 [\*What types of discrimination should I look out for in school?\*](#)
- Q8 [\*We are a faith school – are there any additional implications?\*](#)
- Q9 [\*What is the Role of The Governing Body?\*](#)
- Q10 [\*What is the Role of the Head Teacher?\*](#)
- Q11 [\*What is the Role of Staff?\*](#)
- Q12 [\*What is the Role of North Tyneside Council?\*](#)
- Q13 [\*What should I put in place during the employee lifecycle to promote equality & diversity?\*](#)
- Q14 [\*What can I do to ensure appropriate monitoring and evaluation of school actions?\*](#)
- Q15 [\*What other policies should I review to ensure they are consistent with our equality & diversity objectives?\*](#)
- Q16 [\*Explain again what the single equality duty is and the actions required from our school?\*](#)
- Q17 [\*Are there any other actions all schools are required to undertake?\*](#)
- Q18 [\*What are the additional requirements if the school has 150 staff or more?\*](#)

**Q1** *What Key documents are required to be in place to ensure we are fulfilling our responsibilities as defined by the 2010 Equality Act?*

To comply with the 2010 Equality Act the Governing Body should ensure that the following procedures, guidance and templates are in place and acted upon for the school to meet its legal requirements.

- *Single Equality Scheme & Action Plan* – the Governing Body need to ensure the scheme is renewed every 3 years and action plan every 1 – 3 years.
- *School Equality Accessibility Plan* – produced as part of the schools SEN report, in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. The Governing Body need to ensure this is reviewed every 1 – 3 years.
- *Publishing of Equality Data* – The Governing Body will publish equality data as required by the equality act. This data needs to be updated on an annual basis. The type of data to publicise being dependent upon whether specific employee thresholds are met by the school.
- *Equality Impact Assessment (EIA)* – The Governing Body need to have in place an EIA template for use in assessing against the protected equality characteristics, whenever a policy/procedure/initiative is developed or changed within school

**Q2** *What are the protected characteristics I need to consider?*

The Governing Body should take steps to ensure school is free of discrimination, harassment or victimisation on the grounds of the following list of protected characteristics as identified by the Equality Act 2010.

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

All schools should have a framework for developing equality within education, service delivery and employment. In order to do this it is expected that each school will be committed to achieving equality as well as celebrating diversity.

**Q3** *What is the difference between Equality & Diversity?*  
Equality?

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?

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 community.

**Q4** *What should be expected from staff in promoting equality & diversity within school?*

Staff within the school should have a duty to:-

- Comply with and promote the school ethos in relation to Equality & Diversity.
- Be aware of their behaviour and its impact on others
- Report suspected discriminatory actions
- Report suspicions of harassment taking place
- Maximise the development of each child and young person and ensure access to all aspects of the curriculum
- Adhere to all school policies and procedures in relation to equality and diversity.
- Seek guidance on matters of equality and best practice when they are unsure of the appropriate course of action.

**Q5** *What should be expected from the Governing Body & School Leaders to promote equality & diversity?*

They should ensure:

- staff to have equal access to personal and professional development courses.
- individuals who have made, or been involved in, a complaint of harassment or

discrimination, are not victimised against.

- No discriminating is taking place 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.
- 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
- they are proactive in removing any forms of indirect discrimination which may form barriers to learning
- all recruitment, selection, promotion, training and development systems are fair and accessible to all
- they challenging stereotyping and prejudice whenever it occurs.
- They celebrate the cultural diversity of our community and showing respect for all minority groups
- Recognise and value the contribution of all staff and pupils
- positive educational experiences and support for all pupils in an attempt to promote positive social attitudes
- every member of our school community is entitled to a learning environment that promotes dignity and respect for all.
- positive action measures where appropriate and permissible by legislation

**Q6** *What legislation underpins the duties on schools relating to equality?*

The school should take into account and incorporate the following legal framework in relation to Equality & Diversity;

- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- Civil Partnerships Act 2004
- Racial & Religious Hatred Act 2006
- The Part Time Workers Regulations 2000
- Gender Recognition Act 2004

**Q7** *What types of discrimination should I look out for in school?*

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

**Direct Discrimination** – When someone is treated less favourably than someone else because of a protected characteristic, e.g. their race, gender, gender reassignment,

disability, religion & belief, sexual orientation, age, marriage & civil partnership, pregnancy or maternity.

**Indirect Discrimination** – When a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim. For example it can occur when you have a rule or policy that applies to everyone but disadvantages a particular protected characteristic. In employment law this applies to Age, Race, Religion & Belief, Gender, Gender reassignment, Sexual Orientation and Marriage & Civil partnership.

**Associative Discrimination** – Associative discrimination is a form of direct discrimination which occurs against someone because they are associated with another person who possesses a protected characteristic. This applies to Race, Religion or belief, Sexual Orientation, Age, Disability, Gender and Gender Reassignment.

**Discrimination by Perception** – Discrimination by perception is a form of direct discrimination which occurs against someone because the others think they possess a protected characteristic. This applies to Age, Race, Religion or belief, sexual orientation, Disability, Gender Reassignment and Gender.

**Victimisation** – This has a very specific meaning in discrimination law. It does not just mean singling some-one out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation. For example it can occur when someone is treated badly because they have made or supported a complaint or grievance. This applies to Age, Disability, Gender, Gender reassignment, Race, Religion & Belief, Sexual Orientation, Marriage & civil partnership and Pregnancy & Maternity.

**Harassment** – Conduct which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident. Harassment can be related to a person's Age, Disability, Gender, Gender Reassignment, Race, Religion & Belief and Sexual Orientation. The Equality Act 2010 also brought in changes to harassment legislation meaning that employees can now complain of behaviour they find offensive even if it is not directed at them. For example a member of staff who does not have a protected characteristic is now able to claim harassment on the grounds that the actual harassment of another member of staff has led to an offensive environment to work in.

**Harassment by a third party** – This is where an employer can be potentially liable for harassment of their staff by people they don't employ. This applies to Gender, Age, Disability, Gender Reassignment, Race, Religion & belief and Sexual Orientation.

Finally, discrimination can occur before or during the employment relationship, or even after it has ended. The school should not tolerate any form of discrimination or harassment from employees, students or the public and should work to improve attitudes and actions.

**Q8** *We are a faith school – are there any additional implications?*

Schools which have a religious character or ethos / Faith schools may have admissions criteria which give preference to members of their own religion. The Equality Act 2010 allows for this and does not deem this to be discrimination.



The Equality Act 2010 however does not allow faith schools to discriminate because of any other of the protected characteristics. Nor does it allow them to discriminate because of religion in other respects, such as by excluding a pupil or subjecting him to any other detriment.

Below are some examples provided by the Equality Act 2010;

- A Muslim school may give priority to Muslim pupils when choosing between applicants for admission (although the Admissions Code will not allow it to refuse to accept pupils of another or no religion unless it is oversubscribed). However, it may not discriminate between pupils because of any other of the protected characteristics, such as by refusing to admit a child of the school's own faith because she is black or a lesbian.
- A Jewish school which provides spiritual instruction or pastoral care from a Rabbi is not discriminating unlawfully by not making equivalent provision for pupils from other religious faiths.
- A Roman Catholic school which organises visits for pupils to sites of particular interest to its own faith, such as a cathedral, is not discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils.

In addition to providing preferential treatment in admission of pupils, the Governing Body may also give preference with regard to the appointment, remuneration and promotion of teachers at the school, to persons:

- whose religious opinions are in accordance with the tenets of the school's religion;
- who attend religious worship in accordance with those tenets; or
- who give, or are willing to give, religious education at the school in accordance with those tenets.

Where the number of teachers at a school with a religious character is more than two, the teachers must include persons who are selected for their fitness and competence to teach religious education in accordance with the school's trust deed or with the tenets of the school's religion and are specifically appointed to do so. These are known as '*reserved teachers*'. The number of *reserved teachers* must not exceed one fifth of the total number of teachers including the head teacher. The head teacher can be selected on these grounds but must count towards the one fifth quota.

Whilst education (section 58(6) or (7) of the School Standards and Framework Act 1998) and wider equalities legislation (Equality Act 2010 schedule 22 (part 4)) grant a degree of discriminatory power to Governing Bodies in this respect it remains their responsibility to ensure that the application these powers does not contravene employment law.

### **Q9** *What is the Role of the Governing Body?*

The Governing Body should have responsibility for:

- Adoption and compilation of the Single Equality Scheme & Action Plan, in



coordination with the School Management Team.

- Ensuring that Equality Impact Assessments are reviewed.
- Setting out its commitment to equal opportunities in the Single Equality Scheme and continuing to do all it can to ensure that all members of the school community are treated fairly and with equality.
- Ensuring that no one is discriminated against when applying for jobs at its school on account of their Gender, Gender reassignment, Race, Sexual orientation, Religion & Belief, Age, Disability, Marriage & Civil Partnership and Pregnancy & maternity.
- Taking all reasonable steps to ensure that the school environment gives access to disabled people.
- Reviewing the arrangements for disabled pupils on an annual basis
- Welcoming all applications to join the school, whatever background or disability a child may have, and make every effort to make reasonable adjustments to the premises, facilities, school services and curriculum in order to enable disabled pupils and staff to have access to the school's services and curriculum
- Ensuring that no child is discriminated against whilst in its school, on account of their Gender, Gender Reassignment, Race, Sexual Orientation, Religion & Belief, Pregnancy & Maternity and Disability. For example, all children should have access to the full range of the curriculum and regulations regarding school uniform will be applied reasonably and equally to boys and girls. When the school uniform affects a child's religion, then the School will deal with each case sensitively and with respect for the child's cultural traditions.
- Ensuring that the school's policies, procedures and strategies are carried out and monitored with appropriate Equality Impact Assessments (EIA's).
- Being involved in dealing with serious breaches of the Equality & Diversity policy in sub-committees, with awareness of the need for potential appeal.

**Q10** *What is the Role of the Head Teacher?*

The Head Teacher should have responsibility for:

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

work, for example through assemblies, displays and the PSHE and RE Curriculum.

- 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)
- Provide the governing body with appropriate data to enable them to monitor equality.
- Making the Governing Body aware of any serious incidents involving equality or diversity implications.

**Q11** *What is the Role of Staff?*

All individuals should have responsibility for:

- Contributing to the school with achieving the objectives and actions contained in the school Single Equality Scheme.
- Adhering to the School's Equality & Diversity guidance.
- Ensuring that all staff, adults and 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.

**Q12** *What is the Role of North Tyneside Council?*

North Tyneside Council (in partnership with Engie), via Schools HR, (where schools buy into the Schools HR SLA) will support the school with;

- Providing advice, guidance and support to the School, the Head Teacher and its Governing Body in relation to equality and diversity issues.
- Supporting the School in the implementation and review of its Single Equality Scheme
- Supporting the School in developing and reviewing its Equality Action plan.
- Supporting the school with the training and development of School staff in relation to

## Equality & Diversity.

**Q13** *What should I put in place during the employee lifecycle to promote equality & diversity?*

The school should be committed to recruiting, retaining and progressing a diverse workforce by:

- Attracting applicants from all sections of the community.
- Advertising in a variety of publications, working with Job Centre Plus and other agencies to attract under-represented groups.
- Producing job descriptions and person specifications which are clearly related to duties.
- Using and accepting different formats such as large print, tape, disk or email for the recruitment process where available and appropriate.
- Making adjustments within the recruitment/assessment process where reasonable to accommodate specific needs and/or disabilities.
- Using appropriately trained staff to conduct interviews.
- Valuing life skills as part of the recruitment process. Competence gained through these experiences will be balanced against those gained through the normal route.
- Supporting all staff to achieve their potential through the School Appraisal process.
- Considering and pursuing reasonable adjustments to enable staff who are disabled or have a medical condition to enable them to remain in employment.
- Ensuring equal pay for equal value through the use of the agreed North Tyneside job evaluation process.
- Training and informing staff of issues and expected behaviours.
- Dealing effectively with incidents of discrimination.
- The School should understand that a workforce that broadly reflects the community it serves has a greater understanding and ability to respond to pupils' and parents' needs.

**Q14** *What can I do to ensure appropriate monitoring and evaluation of school actions?*

The School should recognise that equality and diversity action and progress needs to be monitored and analysed. In order to do this the school should:

Assess the impact of its policies, practices and procedures and where necessary set new targets. (See Equality Impact Assessment Template and guidance in this toolkit.

- Review the schools Equality and Diversity Guidance, Single Equality Scheme and Action Plan in line with current legislation and any other improvements identified.
- Monitor the recruitment and selection process, to ensure that no individual applying for a post at the school is discriminated against.

- Monitor the school behaviour and exclusions policies, to ensure that pupils from minority groups are not disadvantaged as a result of the application of these procedures.
- Monitor the use of services to ensure that each and every section of the wider community has equal and fair access to services provided.
- Monitor the non-use of school services and take action if barriers to access school services exist. It is suggested that the school could do this through the use of pupil data, parent, staff and governor questionnaires and other similar systems.
- Undertake workforce profiling, including the monitoring of school workforce and pupil demographics. Where this indicates under representation of particular equality groups, advice should be sought from the School Link HR Business Partner and action taken where possible to improve the imbalance using the provision for positive action that exists within equality legislation.
- Recognise that the needs of all children and young people, their parents and staff working within the school are the key to successful policy, procedure and practice. At all times the school should seek to ensure true representation of the community by ensuring information is available in alternative formats and languages and that meetings are held in accessible buildings and at suitable times.

**Q15** *What other policies should I review to ensure they are consistent with our equality & diversity objectives?*

The School has a responsibility to provide a safe working environment for all employees. It is recommended that schools publish and promote policies that support staff wellbeing. Example of policies which are designed to support staff include:

- Bullying and Harassment guidance
- Appraisal Policy & Procedure
- Capability Procedure
- Redundancy Policy & Procedure
- Leave of Absence Policy
- Attendance Management Policy
- Rarely Cover Policy
- Health and Safety Policy
- Resolution Procedure
- Group Dispute Policy & Procedure
- Whistleblowing Policy
- Wellbeing Statement & action plan

**Q16** *Explain again what the single equality duty is and the actions required from our school?*

There are statutory duties placed on schools in terms of equality legislation, the latest revision being the Equality Act 2010 which harmonises discrimination law and strengthens the law to support progress on equality.

It is anticipated that the public sector Equality Duty will ask schools to have due regard to

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

In order to meet the duty, it is recommended that each school has a Single Equality Scheme and Action Plan. It is also recommended that schools report on an annual basis on the outcome of your equality monitoring, equality impact assessments (EIA's) and progress which the school has made in relation to their Equality Action Plan.

**Q17** *Are there any other actions all schools are required to undertake?*

Schools will need to collect the relevant information in order to meet the legal requirement to conduct equality analysis on employment policies and practices. Listed bodies, including Schools, are required to publish the details of any analysis which takes place and any information used in that analysis.

#### *Publishing Equality Impact Assessments*

It is recommended good practice to publish the details of the Equality Impact Assessments (EIA's) you have undertaken regarding policies and practices in your school. This is in order to demonstrate the following;

- Any analysis the school has undertaken to establish whether policies and practices further the aims of the equality duty
- Any information the school has considered when undertaking that analysis
- Details of engagement the school has undertaken with interested parties concerning fulfilling the equality duty

**Q18** *Are there additional requirements on publishing equality data if the school reaches certain employee thresholds?*

Yes. There are differing expectations as to what information needs to be published, and the level of detail required for schools below 150 employees, those above this figure, as well as additional reporting on gender pay gap information for schools with over 250 employees. For further guidance see section 3 of this toolkit relating to the publishing of equality data.

## Section 2A – Equality & Diversity Toolkit

### Single Equality Scheme

Toolkit Section	Document Description	Actions required	Replaces HR Document Ref:
Section 2	<p><u>(A) - Single Equality Scheme - Guidance and Scheme Template</u></p> <p>Advice on the production of a Single Equality Scheme to be considered for adoption by the Governing Body. This scheme should include reference to an action plan and accessibility plan (see (B) &amp; (C) of section 2 of this toolkit) - <b>Template enclosed</b></p>	<p>The Governing Body/School Leaders should ensure they have an adopted scheme in place.</p> <p>It is recommended this is reviewed every 3 years.</p>	<p><b>GUI017</b></p>



## Section 2A – Single Equality Scheme Guidance & Template

### Single Equality Scheme Guidance

101 Why do schools require a Single Equality Scheme?

There are statutory duties placed on schools under the Equality Act 2010 which requires schools to have due regard to;

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

102 Why has a model Scheme been developed for schools?

The model template for schools has been developed to support schools with the actions they must take to eliminate discrimination and harassment for people on ground of race, disability, gender, religion/belief, age, sexual orientation, gender reassignment (including transsexual and transgender), marriage & civil partnership and maternity & pregnancy.

103 What if we already have separate policies - Do we need to re-write them?

Prior to the Equality act 2010 you were required to have separate schemes for race, disability and gender. You are now required to have one single equality scheme only to cover all nine protected characteristics referred to in the Act. Schools should therefore remove separate schemes if they have not already completed this task.

The Single Equality Scheme does not replace any policy schools have on Special Educational Needs or Accessibility or other related policies.

104 Should we consult upon the Single Equality Scheme?

When your draft is completed you should take the document through a full consultative process at your school before having it adopted by the full governing body. You will also need to decide how you are going to promote the completed scheme within your school community.

105 What happens when we have adopted our Single Equality Scheme?

You will need to;

- Review your scheme no later than every 4 years; however **we recommend that you review your scheme every 3 years** and guidance from the HR Team will also be reviewed on a 3 year review cycle.
- Adopt a **1 – 3** year action plan to show how you intend to meet your equality priorities within this timescale.



- Adopt a **1 – 3** year plan to show how you intend to meet school accessibility priorities within this timescale
- Report on an **annual** basis on the outcome of your monitoring, impact assessments and action plan progress. (*See the separate guidance document for Publishing of Equality Data for schools*)

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Is there a Model Single Equality Scheme we can use as a template?

Yes. This toolkit includes a template (Pages 30 – 31) that can be used by the Governing Body/School leaders to produce such a scheme. You would need to attach relevant documents such as your scheme action plan, accessibility plan etc as appendices.

## Section 2A – Single Equality Scheme Template



# Single Equality Scheme

**Date adopted by Governing Body on .....**

**Review Date .....**

## Single Equality Scheme Statement

101

**Insert here your own schools mission/ethos statement**

***Has Ofsted made a positive comment about your schools environment that you can refer to?***

201

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 every one as an environment that affords respect and fair treatment of all.

202

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 then 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.

203

Our Key equality and diversity objectives are:

***Insert your own schools objectives, those shown below are an example;***

- To involve internal and external stakeholders in the equality process
- To make our workforce more representative of the schools community
- To increase staff and pupil knowledge and understanding of equality and diversity issues
- To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.

204

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.

205 What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.
- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

206 Who does this scheme apply to?

This equality scheme applies to the following stakeholders:

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

**Are any others you can include in this list, for example - Extended school, Community users?**

301 **Profile of our School**

### Section 3 – template for publishing school equality data

#### **MARDEN HIGH SCHOOL**

#### **Annual Equality Data for publishing – As of DATE**

#### **Pupil info by protected characteristic**

Number of pupils on roll	<b>705</b>
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<b>DISABILITY PROFILE</b>	<b>Number of pupils</b>	<b>% of pupils</b>
Yes		
No		
Undeclared		

<b>RACE PROFILE</b>	<b>Number of pupils</b>	<b>% of pupils</b>
Mixed / multiple ethnicity	14	2%
White / White British	669	94.9%
Asian / Asian British	14	2%
Black / African / Caribbean / Black British	1	0.1%
Other	7	1.0%

<b>RELIGION / BELIEF PROFILE</b>	<b>Number of pupils</b>	<b>% of pupils</b>
Christian	304	43.1%
Buddhist	1	0.1%
Hindu		
Muslim	12	1.7%
Sikh	2	0.3%
Jewish		
Other	23	3.3%
No religion / belief	338	47.9%
Prefer not to say	4	0.6%
Undeclared	21	3.0%

<b>GENDER PROFILE</b>	<b>Number of pupils</b>	<b>% of pupils</b>
Male	362	51.3%
Female	343	48.7%

Feel free to include additional sections to this data monitoring, e.g. pupil premium, SEN, EAL, exclusions etc

*We have chosen not to include information within this summary regarding certain protected characteristics where we are concerned about the sensitivity or confidentiality of the data, including data relating to sexual orientation and gender identity.*

*As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity.*

*Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.*

## North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
  
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.

These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a

strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

## Roles and Responsibilities

401 **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

402 **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

403 **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

404 **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

405 **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

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

## 501 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 schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

## 601 **Equality Action Plan**

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. See our Plan at Annex X ....

## 701 **School Accessibility Action Plan**

The School Accessibility Plan is also attached to this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum. See our accessibility plan at Annex X...

## 801 **Impact Assessments**

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Annex X ...

## Section 2B – Equality & Diversity Toolkit

### Single Equality Action Plan

Toolkit Section	Document Description	Actions required	Replaces HR Document Ref:
Section 2	<p><u>(B) - Single Equality Action Plan - Guidance and Template</u></p> <p>Advice on the production of an Action Plan required to be adopted by the Governing Body and accompany the school single equality scheme. <b>Template enclosed</b></p>	<p>The Governing Body/School Leaders should ensure they have an action plan in place linked to their equality scheme.</p> <p>It is recommended this is reviewed every 1 - 3 years, covering the time period of the plan.</p>	<b>GUI017A</b>

## Section 2B – Single Equality Action Plan Guidance and Template

### Single Equality Action Plan Guidance

101 *What information should I be including in the school Equality Scheme Action Plan and how often should it be reviewed?*

The School Equality Action Plan should be reviewed in conjunction with the school's Single Equality Scheme to ensure continuity between both documents. It is recommended that the school action plan is reviewed every 1 - 3 years to ensure it continues to represent equality priorities identified by school. In addition a working version of the plan, with review of progress made, should be maintained by school.

The following questions will provide guidance to the Governing Body/School Leaders to support your thinking, allowing you to assess each protected characteristic to determine the priorities to be included within your own individual equality action plan.

#### 202 1. Race

*What are the key issues for our school in this area?*

- Do we know the ethnic profile within our school and the wider community?
- Any there any issues arising form our consultation?
- What impact have we already had on race equality in our school?
- What relevant areas does the school curriculum routinely cover? How has this changed pupils' thinking?
- How does the school equip pupils to live in a diverse and multi-ethnic Britain?
- Have staff had training in race equality? What was the feedback and are there any actions for the future?
- How does the school challenge racism?
- How does the school support pupils who have English as an additional language?

#### 203 2. Disability

*What are the key issues for our school in this area?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation, this may include:

- How can our school improve access to the curriculum, buildings and our other services to disabled people?
- Can we anticipate what we may need in the future for disabled users?

- Refer to our school's Accessibility Plan or do we have plans to develop one?
- Do any of the priorities identified in our Accessibility Plan form a substantial part of this Scheme?
- What impact have we already had on disability equality in our school? Any positive steps the school has already taken to address disability equality.

In the area of Recruitment and Retention of disabled staff does our school have an ethos where potential and existing staff feel able to disclose any impairment that they have? This is not just for data collection purposes, but also in order for the school to make any reasonable adjustments for this member of staff. How do we ensure disclosures will be treated sensitively and confidentially?

Disability and special educational needs, not all pupils who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

- How many disabled pupils have we in the school?
- Which impairment groups are represented? Which aren't?
- How do disabled pupils participate in life across the school e.g. in curricular activities and extra-curricular activities, school trips, positions of responsibility etc.
- How well do disabled pupils in our school achieve?
- How many disabled members of staff do you have?
- How many disabled school Governors? You may not have a clear picture at this stage but you will need to ensure you plan to improve this
- Do you have a monitoring system for new staff to record disability?
- Do our staff have a shared understanding of what disability is?
- How will you involve these groups in developing the scheme and action plan?
- Have you ever collected information from parents or other school users on disability? Have you ever defined disability for parents and other school users and reassured them about confidentiality?

204

### 3. Gender

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- What impact have we already had on gender equality in our school? For example addressing any difference in boy's and girl's attainment, any gender stereotyped subject choices, the issues of health, sport and obesity, with girls compared to boys.

205

### 4. Sexual Orientation

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- What impact have we already had on sexuality equality in our school?
- Remember to be careful to protect individual confidentiality by not identifying them as part of your equality monitoring. Seek advice from your HR Advisor where necessary.

206 5. Age

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- What impact have we already had on age equality in our school?
- Ensuring that everyone has equal access to all the services provided by the School and that no-one within our school community experiences age discrimination.
- Involving younger children in decisions affecting them
- Ensuring CPD opportunities are available to all staff, regardless of their career stage

207 6. Religion/Belief

*What are the key issues for our school?*

- Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

*What impact have we already had on religion/belief equality in our school?*

- Greater understanding and tolerance of different faiths
- The school uniform/appearance policy at our schools does it take account of pupils drawn from particular social, religious or racial groups and those with a disability or special educational needs.

208 7. Gender Reassignment (including transsexual and transgender)

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- How many staff, governors and members of the school community does this impact upon?
- If you don't know, how will you find out?

- Do staff and pupils have an understanding of the issues?
- How will you involve this minority group in developing your single equality scheme and action plan?
- What developments have you already made?

Remember to be careful to protect individual confidentiality by not identifying them as part of your equality monitoring. Seek advice from your HR Advisor where necessary.

209

### 8. Marriage & Civil Partnerships

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- How many staff, governors and members of the community are married or in a civil partnership?
- Do staff, pupils and governors have an understanding of the issues surrounding marriage and civil partnerships?
- How will you involve members of this group in developing your single equality scheme and action plan?

210

### 9. Maternity & Pregnancy

*What are the key issues for our school?*

Include relevant issues for the school such as the school profile, the wider school community and any issues arising from consultation.

- How many staff and governors have been pregnant or on maternity leave?
- Do staff have an understanding of the issues?
- How will you involve staff in developing your single equality scheme and action plan?
- Do you promote work life balance and flexible working requests?
- How do you ensure pregnant staff or those on maternity leave are not discriminated against within school policies/procedures?

211

### Is there a Model Action Plan we can use as a template?

Yes. This toolkit includes a template (Pages 32-33) that can be used by the Governing Body/School leaders to produce your action plan. When populating the template please note that relevant actions, and the strategies to achieve them, should be school specific. The plan should accompany the school equality scheme.

## Section 2B - Single Equality Action Plan Template

**Before completing this please read the enclosed guidance on writing your school's equality action plan.** Below are *examples* of diversity objectives (See Single Equality Scheme for further information) however these should be tailored to the needs of your school

101 This document details the actions the Governing Body will take over the next three years to satisfy the requirements of the protected characteristics as referred to within the School's "Single Equality Scheme".

102 The action plan is structured around key diversity objectives identified by school as follows: *(add own objectives where applicable – following are examples only)*.

1. To involve internal and external stakeholders in the equality process
2. To make our workforce more representative of the schools community
3. To increase staff and pupil knowledge and understanding of equality and diversity issues
4. To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.



## Single Equality Action Plan

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to in the Single Equality Scheme.

The action plan is structured around our school's key diversity objectives and sit with our School Development Plan:

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

Action	Equality (which strand(s) does it impact upon?)	Timescale (when will it be done by?)	Responsibility (who will be responsible for it?)	Progress
To be inclusive providing equal opportunities <b>for all</b> students to access the curriculum with no <b>barriers to learning</b>	Please see School Improvement Plan & curriculum.			
To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect.	Please see School Improvement Plan & curriculum.			
For everyone to examine their own prejudices to prevent any form of unconscious discrimination	Please see School Improvement Plan & curriculum.			
To make our workforce representative of the schools community	See page 21			
To increase staff and student knowledge and understanding of equality and diversity issues	Please see School Improvement Plan & curriculum.			
Work with stakeholders to deliver more effective and equal outcomes for staff and students	Please see School Improvement Plan & curriculum.			

## Section 4 – Equality & Diversity Toolkit

### Equality Impact Assessments (EIA’s) Guidance

Toolkit Section	Document Description	Actions required	Replaces HR Document Ref:
Section 5	<u>Equality Impact Assessment (EIA) Guidance &amp; Template</u>  Model EIA Template for use by schools when reviewing the impact of major changes and/or new policies/procedures against the protected characteristics contained within the Equality Act - <b>Template enclosed</b>	The Governing Body/School Leaders should ensure that an assessment is made against the protected equality characteristics, whenever a policy / procedure / initiative is developed or changed within school	<b>GUI015</b> <b>GUI015A</b>

## Section 4 - Equality Impact Assessments (EIA's) Guidance

101 The purpose of this document is to provide Schools with an understanding of why equality impact assessments are needed, who completes the assessment and what needs to be considered.

### 102 ***What is an EIA?***

An Equality Impact Assessment (EIA) is an exercise that is carried out on the design and the approach to delivery of an agreed action/policy/procedure. It aims to identify who (if anyone) the action/policy/procedure may impact upon, both positively and negatively. In many cases they will raise questions. This is acceptable, as long as you then do something about it. EIA's are just one tool that has been identified as a method of identifying unlawful discrimination, and assisting schools which have regards to the need to;

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

### 103 ***What should the school put in place in order to establish an EIA process?***

It is recommended that the school do the following;

- Agree a template for conducting EIA's (see the recommended EIA template from the Schools HR Advisory unit).
- Identify relevant stakeholders to engage with as part of the process.
- Conduct training for all staff who will be completing EIA's.
- Publish completed EIA's – ideally on your school website or to be available from school when requested.

### 104 ***What should an EIA cover?***

Since the introduction of the Equality Act, EIA's are required to cover all protected characteristics. These are currently;

- Race – Including ethnicity, colour and national origin.
- Disability – Including both physical and psychological disabilities and some long-term health conditions.
- Religion or Belief – People with or without a religion, faith or belief system.
- Sexual Orientation – People who are lesbian, heterosexual, gay men or bi-sexual.
- Gender Reassignment – Transgender and transsexual individuals (people who have or are in the process of changing the sex they were born with – either by medical means or by living in their changed gender)
- Gender – Male and female.
- Age
- Pregnancy and maternity
- Marriage & Civil Partnership

The law also covers people associated with someone with a protected characteristic (e.g. the carer of a disabled person) and people perceived to have a characteristic even if they don't (e.g. someone being harassed because they are mistakenly

believed to gay).

106 ***When should I do an EIA?***

They should be completed during the planning / proposal stage, before you make the changes / launch the new policy/procedure. Some examples are below;

107 **When to do an EIA;**

- If you are proposing something that affects people (e.g. a building project or public event)
- If you are proposing to change how an existing service is provided (e.g. change in the school day)
- If you are proposing to bring in a new way of doing something (e.g. a new policy / procedure)

108 **When NOT to do an EIA;**

- If you know that what you are proposing does not affect people
- If you know that what you are proposing is unlikely to have a negative affect on anyone.

If you decide that an EIA is unnecessary, you will need to be able to explain the reasons for this, and provide evidence if asked.

109 ***Who should carry out the EIA?***

Schools should decide who from within their staffing structure would be responsible for completing EIA's. It is however recommended that those individuals responsible for designing and delivering the action/policy/procedure should complete the equality impact assessment. Schools should contact their School Link HR Advisor if advice is needed regarding the implementation or completion of an EIA.

110 ***How can we make service improvements?***

Whenever you identify a gap using an EIA you have identified an action that can improve a service. This should then be added to your Equality Action plan so that the school has a list of things that need to be done to enable improvement to benefit the relevant Equality group in the future. An example of a service improvement is an adaptation to a service so that those previously excluded are catered for and become included.

107 **Is there a Model Equality Impact Assessment (EIA) that can be used as a template?**

Yes. This toolkit includes a template (Pages 51 - 52) that can be used by the Governing Body/School leaders to review impact of a policy/procedure/initiative within school against the protective characteristics referenced within the Equality Act 2010. When populating the template please note that the detail will be school specific.

Where policies are released by the Schools HR Team a model EIA will normally be issued that can also be used as a more detailed template by school.

### Section 4 Annex - Approved Equality Impact Assessment template

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

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

victimisation		
Advance equality of opportunity between different equality groups		
Foster good relations between different equality groups		
<b>7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?</b>		
<b>8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?</b>		
<b>9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?</b>		

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

<b>10.a)</b> As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
<b>10.b)</b> As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
<b>11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change? If yes please provide details below.</b>	Yes	No	

**Signed:** .....

**Date:** .....