



Marden High School

Single Equality Plan

Date adopted by Governing Body on: October 2022

Review Date: October 2024

Single Equality Plan Statement Community, Individuality, Possibility

Our most recent Ofsted report noted that “ while the large majority of pupils achieve well during their time at the school, this is not the case for everybody. You are determined to remedy this and ensure all pupils benefit from high-quality teaching. This is reflected in the priority you are giving to raising standards and the achievement of all pupils”

In doing so, we are committed to making our school an inclusive organisation that welcomes and respects diversity of all people

This Single Equality Plan 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 regarding by everyone as an environment that affords respect and fair treatment of all.

This plan 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.

Our Key equality and diversity objectives are:

- 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.

The Equality Act and the Protected Characteristics

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment.

The protected characteristics are:

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

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person or someone who has experienced gender reassignment.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

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

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

Who does this plan apply to?

This equality plan applies to the following stakeholders:

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

Profile of our School

MARDEN HIGH SCHOOL
Annual Equality Data for publishing – As of 11/10/2022

Pupil info by protected characteristic

| | |
|--------------------------|------------|
| Number of pupils on roll | <u>917</u> |
|--------------------------|------------|

| DISABILITY PROFILE | Number of pupils | % of pupils |
|---------------------------|------------------|-------------|
| Yes | | |
| No | | |
| Undeclared | | |

| RACE PROFILE | Number of pupils | % of pupils |
|---|------------------|-------------|
| Mixed / multiple ethnicity | 30 | 3.3% |
| White / White British | 840 | 91.6% |
| Asian / Asian British | 28 | 3.1% |
| Black / African / Caribbean / Black British | 2 | 0.2% |
| Other | 17 | 1.9% |

| RELIGION / BELIEF PROFILE | Number of pupils | % of pupils |
|----------------------------------|-------------------------|--------------------|
| Christian | 361 | 39.4% |
| Buddhist | 1 | 0.1% |
| Hindu | 5 | 0.5% |
| Muslim | 10 | 1.1% |
| Sikh | 3 | 0.3% |
| Jewish | 0 | 0.0% |
| Other | 39 | 4.3% |
| No religion / belief | 428 | 46.7% |
| Prefer not to say | 19 | 2.1% |
| Undeclared | 51 | 5.6% |

| GENDER PROFILE | Number of pupils | % of pupils |
|-----------------------|-------------------------|--------------------|
| Male | 497 | 54.2% |
| Female | 420 | 45.8% |

Profile of our School

Marden High School is an 11-16 Trust school in North Tyneside serving a community on the coast. Our school deprivation indicator is 0.13, meaning our school community is less deprived than the national average indicator of 0.20. We are a genuinely inclusive and comprehensive school. Almost 92% of students are classed as White British. The current Year 7 is full at 184 and the overall school roll has grown from 721 in 2016 to 917 in 2022. 12.9% of our students have Special Educational Needs and 16.7% of our students are pupil premium

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.

Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

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

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 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.

Equality Action Plan

The Action Plan should be read in conjunction with this document, identifying our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

School Accessibility Action Plan

The School Accessibility Plan should be read in conjunction with this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

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.

Single Equality Action Plan 2022-2025

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

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

| Objective | Timescale (when will it be done by?) | Responsibility (who will be responsible for it?) | Success Criteria |
|---|--------------------------------------|--|---|
| To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning | March 2025 | AHT for Wellbeing, AHT Inclusion, HT, Year Heads, Student Support Team | <ul style="list-style-type: none">● Foster effective transition for early support and intervention● Review and monitor Pupil Premium tracker so that swift intervention is in place to remove barriers to learning● Review and monitor data collection so that swift intervention is in place to remove barriers to |

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| | | | <p>learning</p> <ul style="list-style-type: none"> • Continue to use pupil surveys to identify barriers to learning • Continue to use early intervention as a strategy to support our most vulnerable learners • Continue effective liaison between the pastoral team, the student support team and SEN so that barriers are swiftly identified and support is put in place • Improve on our work on Mental Health by upgrading from Bronze Award from Leeds Beckett to Silver or Gold. • Develop student "Wellbeing days" to foster positive mental health for all students |
| To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect. | March 2025 | AHT for Wellbeing, CMC, CL, AHT Curriculum | <ul style="list-style-type: none"> • Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues • Develop cultural capital opportunities both within lesson time and extra curricular activities. • Continue to use pupil surveys to |

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| | | | <p>identify potential prejudices and opportunities for further learning</p> <ul style="list-style-type: none"> • To act swiftly in response to safeguarding concerns and involve external stakeholders for support |
| For everyone to examine their own prejudices to prevent any form of unconscious discrimination | March 2025 | SLT, all staff and students | <ul style="list-style-type: none"> • Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues • Staff CPD to be delivered on the topic of discrimination |
| To make our workforce representative of the school's community | March 2025 | SLT | |
| To increase staff and student knowledge and understanding of equality and diversity issues | March 2025 | SLT, all staff, all students | <ul style="list-style-type: none"> • Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues • Staff CPD to be delivered on the topic of discrimination |
| Work with stakeholders to deliver more effective and equal outcomes for staff and students | March 2025 | SLT, all staff, all students | <ul style="list-style-type: none"> • Foster effective transition for early support and intervention • Review and monitor Pupil Premium tracker so that swift |

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|--|--|--|--|
| | | | <p>intervention is in place to remove barriers to learning</p> <ul style="list-style-type: none"> ● Review and monitor data collection so that swift intervention is in place to remove barriers to learning ● Continue to use pupil surveys to identify barriers to learning ● Continue to use early intervention as a strategy to support our most vulnerable learners ● Continue effective liaison between the pastoral team, the student support team and SEN so that barriers are swiftly identified and support is put in place ● Work collaboratively with external agencies so that support can be put in place to support our most vulnerable students ● Develop student "Wellbeing days" to foster positive mental health for all students ● Continue to develop the "Staff forum" to foster positive work life balance ● Develop the "Valued Worker Scheme" to enable all |
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| | | | employees to have a safe, secure and enjoyable working environment |
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