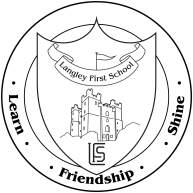
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**Single Equality Scheme**

**Langley First School**

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# Appendices

Equality and Diversity Policy

Equality Action Plan

Impact Assessment form**Single Equality Scheme Statement**

*At Langley First School pupils, parents (carers), governors and staff will work in partnership as a whole school community to create a welcoming, safe and stimulating environment for learning.*

“The quality of care, guidance and support is outstanding. Pupils feel well cared for because the school works hard to know every pupil as an individual.” Ofsted 2007

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 complement the Every Child Matters outcomes for children
* Place the school in a position, which is regarding 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 promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

**Our Key equality and diversity objectives are:**

* Be honest, considerate and thoughtful.
* Develop independent learning skills.
* Be able to work co-operatively.
* Have pride in themselves, their work and their school.
* Develop communication skills.
* Gain an enjoyment of learning.
* Develop our potential in our search for excellence.
* Develop a respect for our bodies together with an understanding of the necessity for their care.

**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.

# This Scheme applies to our

* Pupils
* Staff
* Governors
* Parents/Carers
* Visitors
* Students

**Profile of our School**

*Langley is a two-form entry First School situated in the coastal, urban setting of West Monkseaton in the North East region of North Tyneside; with the majority of the children coming from a private housing estate around the school site. The profile of the school shows that we have a low percentage of children with a home language other than English (2%) and have a low number of children accessing free school meals (7.7%). The school is a resourced provision for Early Years. This means that the Nursery has extra staffing and resources to enable children with difficulties to be assessed and to receive the support that they require. Staff throughout school have received extra training to enable them to cater for children with complex needs. We currently have 8% of our children on the special needs register with 6.3% accessing SEN Support and 1.7% of the school population having high needs support through education and healthcare plans. We also have one child in Local Authority Care.*

**North Tyneside Profile**

North Tyneside Profile

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

Recent Residents’ Survey shows that 79% 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:

* 47% are male, 53% female.
* 18% are aged 0-15 years.
* 25% are aged 65 years and over.
* 3% 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 practice 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 the 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 fulfill 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 and pupils** 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

**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.

Find our Equality and Diversity policy at Appendix a

###### 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 Appendix b