Preston Grange Primary School
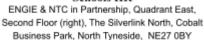## Single Equality Scheme

Reviewed and Adopted Jan 2023

Review Date 2027

Single Equality Scheme Statement

101 Vision, Values and Aims

Preston Grange is a happy, welcoming and caring school community. The development of the whole child, an inclusive learning environment, equality and respect are central to our philosophy. We celebrate diversity and encourage our children to respect and embrace differences. Well-being, pastoral support and PSHE is at the core of everything that we do in order for our children to grow both personally and academically.

Our strong and happy team creates a stimulating and challenging high-quality learning environment where aspiration is nurtured. Our ambitious and exciting curriculum is tailored to meet our children's developing needs. High expectations are set through teaching a curriculum which promotes understanding and builds knowledge. Children are encouraged to always do their best and challenge themselves in their learning.

Our school values are taught to children, modelled by all and are woven into all aspects of school life. Our values are:

Respect

Equality   Understanding

Acceptance

Aspiration

Learning   Resilience

Independence

Kindness

Character   Honesty

Thoughtfulness

Ofsted (2019):
'One comment from a parent typifies that of many, saying that 'I have nothing but praise for all of the teachers and for the running of the school. All pupils are treated as individuals; their strengths are celebrated, any weaknesses identified, and support put into place.''

'Your school is an inclusive and caring community. Recently, the school 'owl logo' has been altered to include a rainbow flag as a background. This is because you and the school community wanted to underline the fact that all different types of family are welcomed and celebrated at school, and to make it clear to pupils that some families have two mums or two dads. Similarly, you ensure that pupils have an understanding of different cultures, different religions, and different abilities. As such, you are preparing your pupils well for life in modern Britain.'

'Your website states that you 'firmly believe that happy children learn best'. Your focus on ensuring that pupils are safe and happy is effective and helps them to remain focused on their learning. Your 'castle system' helps you to foster a cohesive and happy community.'

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 everyone 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 newer legislation on age, sexual orientation, religion and belief and transgender.

203 Our Key equality and diversity objectives are:

1. Use performance data to monitor pupil achievement and respond to variations between groups of learners, subjects and key stages, trends over time.
2. Foster good relations between different groups through the inclusion of equality, diversity and inclusion within the curriculum, including assemblies and PHSE especially where there is a lack of diversity in the school community.
3. Due to a lack of diversity and diverse role models in the community we are aware we need to challenge stereotypes and discrimination and expose children to the diversity of modern Britain without which may deny opportunities to pupils.
4. Further develop pupil, staff and community wellbeing and positive mental health by working with the Mental Health Connect Team.
5. Promote equality, diversity and inclusion when recruiting to the school staff and the governing body.

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

301   **Profile of our School**

Number of pupils on roll	226

DISABILITY PROFILE	Number of pupils	% of pupils
Yes	3	1.3
No	223	98.7
Undeclared	0	0

RACE PROFILE	Number of pupils	% of pupils
Mixed / multiple ethnicity	8	3.5
White / White British	202	89.3
Asian / Asian British	16	7.1
Black / African / Caribbean / Black British	0	0
Other	0	0

RELIGION / BELIEF PROFILE	Number of pupils	% of pupils
Christian	70	31
Buddhist	0	0
Hindu	1	0.4
Muslim	13	5.6
Sikh	2	0.9
Jewish	0	0
Other	1	0.4
No religion / belief	108	47.8
Prefer not to say	1	0.4
Undeclared	30	13.2

GENDER PROFILE	Number of pupils	% of pupils
Male	116	51.3
Female	110	48.7

SEN	Number of pupils	% of pupils
SEN	110	48.7%
None SEN	116	51.3%

Pupil Premium Eligible	Number of pupils	% of pupils
Yes	32	14.2%

Schools HR

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

No	194	85.8%

English As Additional Language	Number of pupils	% of pupils
Yes	10	4.4%
No	216	95.6%

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.

Community

Number of responses	93

DISABILITY PROFILE	Number	%
Yes	12	13
No	81	87
Undeclared	0	0

AGE	Number	%
25-34	27	29
35-44	53	57
45-54	11	12
55- 64	1	1
65+	1	1

GENDER REASSIGNMENT	Number	%
Yes	0	0
No	93	100

RACE PROFILE	Number	%
Mixed / multiple ethnicity	0	0
White / White British	86	92
Asian / Asian British	6	6
Black / African / Caribbean / Black British	0	0
Mixed Multiple Ethnic Groups	1	1
Other	0	0

RELIGION / BELIEF PROFILE	Number	%
Christian	38	40
Buddhist	0	0
Hindu	1	1
Muslim	4	4
Sikh	1	1
Jewish	0	0
Other	0	0
No religion / belief	46	49
Prefer not to say	3	3
Undeclared	0	0

CARER	Number	%
Primary carer of disabled adult	1	1
Primary carer of disabled child	1	1
Primary carer of an older person	3	3
Secondary carer	1	1

MARRIAGE/ CIVIL PARTNERSHIP	Number	%
Yes	63	68
No	30	32
Prefer not to say	0	0

SEXUAL ORIENTATION	Number	%
Heterosexual	90	97
Bisexual	1	1
Gay/ Lesbian	0	0
Prefer not to say	2	2

PREGNANCY / MATERNITY (Respondents for this question:)	Number	%
Yes	2	4
No	52	96

GENDER PROFILE	Number	%
Male	89	96
Female	4	4

302   <u>North Tyneside Profile</u>

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 school values.

501   Monitoring and Reviewing

This Scheme and the schools equality objectives 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.

701 School Accessibility Action Plan

The School Accessibility Plan identifies the specific actions proposed by the Governing Body to improve pupil, staff and community access to information, buildings and the curriculum. See our accessibility plan on the school website.