



# **Cullercoats Primary School Public Sector Equality Duty 2019-2022**

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

**Review Date July 2022**

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## **Why do schools require a Public Sector Equality Duty?**

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.

The Public Sector Equality Duty 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.

Our Public Sector Equality Duty and Action Plan covers a three year period between 2019-2022. It integrates our statutory duties in relation to race, disability, gender and promoting community cohesion. This Scheme aims to bring together six equality strands in one harmonised document:

- age
- disability
- gender
- race,
- religion and belief
- sexual orientation

The Scheme will bring together all our existing work as well as enabling us to introduce developments. It ensures that we meet our responsibilities of the Public Sector Equality Duty in an inclusive way.

## **Equality Duty Statement**

*"We aim to provide a happy, caring and stimulating environment in which everyone has a desire to succeed."*

This Public Sector Equality Duty 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 children and workforce within our school
- Place the school in a position, which is regarded by every one as an environment that affords respect and fair treatment of all.

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

We endeavour to provide the best possible provision for our children regardless of culture, disability, ethnicity, gender or sexual orientation national origin, or religious belief

We respect diversity and will strive to create a safe and inclusive environment for our children to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

To achieve this we will:

- Respect the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and gain full access to all activities.
- Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

### **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
- Out of School Provision

## Profile of our School

Cullercoats Primary School is located in the south east area of North Tyneside. It is one of the 78 schools within North Tyneside that includes 8 First, 47 Primaries, 4 Middle, 11 High Schools, 5 Special, 1 Nursery and a PRU. We currently have 432 (Jan 2019 Census) pupils on roll and classes are organised into single year groups from Nursery to Year 6.

Characteristic	Total	Breakdown No. ( & %)
No. of Pupils R-Y6	432	Female 205 ( 47.5% ) Male 227 ( 52.5% )
No. of Staff	60	Female 51 ( 85% ) Male 8 ( 15% )
No. of Governors	12	Female 8 ( 66% ) Male 4 ( 33% )
Religious Character		None
Attainment on Entry		Broadly Average with some above.
Mobility of school population		Below National Average
Disadvantaged Pupils		( 10% ) FSM6+LAC+Post LAC
Deprivation factor		IMD 8
Disabled Staff		
Disabled Pupils (SEN/LDD)		(0%)
SEN S E K		( 5% )

BME Pupils		( 6% )
BME Staff		
EAL Pupils		( 1.2% )
Average Attendance Rate		96.8%
Significant Partnerships	5	SE Collaborative, NT Scitt, North Shields TSA, NE Partnership Scitt

## 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

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.

Cullercoats Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our pupils/students:

## Information gathering (pupils)

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Complaints of bullying and harassment
- Pupil Perception Survey
- Participation in Student Council

Cullercoats Primary School also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to

provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

### **Information Gathering (Staff and Governors)**

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

See our Equality and Diversity Policy

## **Impact Assessments**

Equality Impact Assessment is a systematic method of rigorously checking through school policies, practices and procedures to ensure they are genuinely accessible and meet the needs of the school and local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, practice and procedures on our school population paying particular attention to the needs of minority groups. Where negative impacts are identified we will endeavour to take the necessary steps to deal with this and ensure equity of service for all.

An inventory of our existing school policies has been undertaken and as these policies are reviewed on a rolling process an impact assessment will be conducted.

## **Equality Action Plan**

The Action (Accessibility) Plan, 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 Equality Action Plan