



Marine Park First School

Single Equality Scheme

Single Equality Statement



Adopted by Governing Body on xxxxxxxx

Review Date xxxxxxxx

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Marine Park First School

*Our School Vision: **Hand in hand we learn together***

Pupils

- *Are valued*
- *Have fun, are happy, enthusiastic and independent*
- *Attain their potential through a rich, varied, creative curriculum*
- *Are well behaved and considerate to everyone*
- *Are motivated to learn and feel confident to question and challenge*
- *Work together and help each other*

Staff

- *Work together as part of a successful team*
- *Support each other and create a positive atmosphere for children*
- *Are supported in their own learning*
- *Respect professionalism*

Parents

- *Give their time, support and co-operation*
- *Work together with teachers and pupils to further their child's success*
- *Share their skills, talents and expertise*
- *Have clear lines of communication*

Together

- *We play an active part in the local and wider community*
- *We work in partnership with other professionals to ensure that the needs of all are met*
- *There is respect for all by all*

Our School Creed :

- * *Marine Park is our school.*
- * *Let kindness and respect abide here.*
- * *May we all live happily together.*
- * *May our school be full of joy.*
- * *Let the classrooms be full of learning.*
- * *Let sharing take place here.*
- * *Let us remember while many hands are needed to build a house, many hearts and minds make a school.*

Single Equality Scheme Statement

At Marine Park First School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of race, gender, sexual orientation, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school endeavours to continually improve all aspects of equality and diversity through fostering good relationships with all equality groups, advancing the equality of opportunity for all and eliminating unlawful discrimination, harassment and victimisation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Overall aims of our Single Equality Scheme

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

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
- Place the school in a position, which is regarded by every one as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and sets 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. We regard this Scheme as being essential for fostering good relations between people who share a protected characteristic and people who do not. The **Equality Act 2010** clearly states that the following groups must be taken into account and are considered to have a protected characteristic:

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

Our equality and diversity statement which promotes fairness and equality of opportunity as well as celebrating diversity for all people sits alongside information on **How We Meet our Public Sector Equality Duty** and our **Equality Action Plan** which will bring together all our existing work as well as enabling us to introduce developments. We also acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people. Under the Equality Act 2010¹ schools should have an Accessibility Plan. Our **Accessibility Plan** also forms part of this document.

This Scheme applies to our:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors
- Extended school user groups
- Community users

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.

¹ Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Policy Development

We have developed a series of policies and procedures to support us in our day to day work. We ensure that due regard is given to the principles of Equality and Diversity within all of these. For example:

- Curriculum Policy (and related individual subject policies)
- SEND Policy
- Collective Worship Policy
- Safe to Learn Policy
- Behaviour and Discipline Policy
- School Visits
- Safeguarding Policy
- Staff Code of Conduct
- Recruitment Policy
- Appraisal Policy & Procedure
- Pay Policy
- Capability Procedure
- Redundancy Policy & Procedure
- Leave of Absence Policy
- Attendance Management Policy
- Flexible Working Policy
- Bullying and Harassment guidance
- Health and Safety Policy
- Grievance Procedure
- Dismissal Procedure
- Whistleblowing Policy

All staff are given/signposted to copies of relevant policies as part of their induction. Policies are reviewed regularly (either annually or bi-annually) as recommended by the Department for Education. These are all easily accessible by staff on the school server. Many can be accessed by parents and visitors via the school office or website

Equality Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices. Any pattern of inequality found as a result of impact assessments will be used to inform future planning and decision-making. The school will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Appendix 1

How we developed our Single Equality Scheme – Participation and Involvement

The development of this scheme has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- Feedback from the last Disability Equality Questionnaire, annual parent questionnaire, informal discussions at parents' evening
- Input from staff surveys as well as through staff meetings / INSET
- Feedback from the school council, pupil discussions, PSHE lessons, whole school pupil surveys on children's attitudes to self and school
- Issues raised in annual SEND reviews
- Feedback at Governing body and PTA meetings

Find our template for disability equality consultation at Appendix 2

Staff Consultation & Review

We envisage that where procedures require amendment this will be undertaken following consultation and open dialogue with employees and school based trade union/professional association colleagues as necessary prior to adoption by this governing body.

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 Governing Body will ensure this scheme forms an essential part of the school's action on equality. It includes targets 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. It 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.

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability on a termly basis and use this to inform strategies to raise achievement.

The Headteacher 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.

Meeting our Public Sector Equality Duty

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

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. The school's **Accessibility Plan** forms part of the Equality Action Plan

Key Documents

The governing body have approved a number of procedures, guidance and templates to meet the schools legal requirements and ensure our commitment to equality and diversity, as follows;

- Single Equality scheme & action plan guidance and template – to be renewed every 3 years
- Equality & Diversity Guidance for schools – which will act as a source of information for all stakeholders
- Equality Impact Assessment (EIA) template & guidance – which will be used whenever a policy/procedure/initiative is developed or changed within school
- Guidance on publishing of equality data for schools – which will be used to produce and publish school data on an annual basis.



Marine Park First School

Single Equality Scheme

Meeting our Public Sector Equality Duty



Meeting our Public Sector Equality Duty

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic:

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

General Duties

The information we publish and analyse must be clearly linked to the three general duties of the Public Sector Equality duty.

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

Specific Duties

- ***Publish information***
- ***Establish Equality Objectives in the form of an Action Plan***

Marine Park First School is committed to equality both as an employer and a service provider:

- We try to ensure that everyone in our school is treated fairly and with respect
- We work hard to ensure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all in exactly the same way.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through school council
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them

We acknowledge the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects
- Pupils who have English as an additional language
- Pupils who are in Local Authority Care

Specific Duty 1: Publish Information

North Tyneside Profile (which contextualizes the larger area in which our school sits)

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.

North Tyneside continues to be a place of choice for both residents and business. Local residents enjoy living in North Tyneside. The Council's latest Residents' Survey (2012) indicates that around three in four (73%) local residents are satisfied with North Tyneside as a place to live.

As of January 2013, North Tyneside's population stands at 200,801 people.

- 48% of the NT population is male, 52% female.
- 17% are aged 0. -15 years.
- 18% are aged 65 years and over

North Tyneside's resident population is projected to rise to approximately 225,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

The 2011 Census suggested the black and minority ethnic population (BME) of North Tyneside was 4.6% (which equates to 9,269 residents) almost doubling since 2001. The main ethnic groups within this were 'Asian/Asian British' at 1.9%, 'white other' (e.g. from elsewhere in Europe) at 1.2%, 'mixed/multiple ethnic groups' at 0.9% and 'Black/African/Caribbean/Black British' at 0.4%.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low, however – accounting for just 1% 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. 63.8% of North Tyneside residents were Christian, with 0.7% Muslim, 0.3% Hindu, 0.3% other religion, 0.2% Buddhist and 0.2% Sikh. The proportion of people in North Tyneside with no religion was 28.1%, with 6.4% not stating a religion.

98.1% of people living in North Tyneside speak English. The other top languages spoken are 0.2% Polish, 0.2% Bengali, 0.1% All other Chinese, 0.1% Tagalog/Filipino, 0.1% Cantonese Chinese, 0.1% Persian/Farsi, 0.1% French, 0.1% German, 0.1% Panjabi.

47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed. An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009). An estimated 1% are transgender (Gender Identity Research and Education Society 2011).

North Tyneside has a track record of high attainment amongst school age pupils that has continued. 2013 GCSE results showed that North Tyneside's overall performance for five or more grades A* - C, including English and Maths, was 64%. This was 2% higher than the previous year and it continues an improving trend.

2012 established North Tyneside as the best performing authority in the region at Key Stage 2 with 82% of children achieving at least a level 4 in English and Maths. In 2013, 79% of pupils achieved level 4+ in Reading, Writing and Maths. This is above the national figure of 69% that is deemed to be 'Secondary Ready'.

The top occupations listed by people in North Tyneside are Professional 17.7%, Administrative and secretarial 14.5%, Associate professional and technical 12.1%, Administrative 11.8%, Sales and customer service 10.7%, Skilled trades 10.5%, Elementary 10.1%, Caring, leisure and other service 9.0%, Elementary administration and service 9.0%, Managers, directors and senior officials 8.5%

The North East as a whole is renowned for its community spirit and friendliness. Results from the last Residents' Survey show that 87% think their area is a place where people from different backgrounds get on well together; and 84% feel that people look out for each other in their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

Profile of Marine Park First School

Marine Park is a much larger than average 3 form entry first (deemed primary) school situated in Whitley Bay in North Tyneside, catering for pupils from Nursery to Y4. There are currently 518 pupils on roll, including Nursery (December 2014). The school has less than 1% surplus places, is popular and is oversubscribed in some year groups and at admission point. The classes are organized into a morning/afternoon Nursery Unit and a further 15 classes across Reception, KS1 and KS2. Marine Park is the largest first/primary school in North Tyneside.

Marine Park is a purpose built, PFI School. The two storey building was completed in 2004 and as a relatively new site is well resourced with modern classrooms, a library, computer suite, training suite, staffrooms, dining hall and extended school facilities. There is an extensive range of sports and leisure facilities including a sports hall and multi-use outdoor games area.

The physical environment has been developed with particular accessibility features:

- the ground floor is fully accessible to wheelchair users
- the upper floor is also fully accessible for wheelchair with use of a lift
- accessible toilet, hand washing and changing facilities
- the layout of the main playground and Early Years outdoor areas

The area of North Tyneside from which we draw the vast majority of our school population – Whitley Bay is predominantly White British and Christian. Therefore we have a small percentage of BME pupils or pupils for whom English is not their first language.

The percentage of children eligible for free school meals is small and below the national average. The percentage of children with special educational needs is also well below the national average. In this respect our community is not typical of many localities in Britain. We recognise the challenge this gives us to ensure our children understand the importance of building a mutual civility among different groups, and to ensure respect for diversity alongside a commitment to equality and common and shared bonds. The school operates as a community itself and its cohesiveness will hopefully have a powerful influence on those who spend time there. Through its work and partnerships across different groups, we promote cohesion and respect and provide a common point of communication for a wide range of people.

Some key statistics about our current population (Dec 2014)

Pupils on roll by gender

- 518 children on role
- Male 272, female 246
- **Male 52.5%; female 47.5%**

Pupils on roll by ethnic group

- Bangladeshi 21
- Pakistani 3
- Any Other Mixed 14
- Any Other White 7
- White and Black African 3
- Chinese 3
- Any Other Ethnic Group 1
- White and Asian 6
- White and Black Caribbean 3
- Any Other Asian Background 2
- Indian 1
- White Irish 1
- **87% White British; 13% Other Ethnic Backgrounds**

Pupils on roll by first language

- English: 480
- Chinese: 3
- Bengali 22
- Japanese 2
- Urdu 3
- French 1
- Filipino 2
- Italian 3
- Serbian 1
- Spanish 1
- **7 % EAL**

Pupils on roll in receipt of Pupil Premium

- Pupils eligible for Free School Meals: 27
- Pupils Ever 6 Pupil Premium: 22
- Service Pupils: 7
- Other: 11
- **13% Pupil Premium funding**

Pupils on roll with SEN provision

- Statements: 3
- SEN Support 15
- No SEN provision: 500
- **3.5 % SEN**

Religion of Pupils on roll

- The vast majority of our families have registered as being Christian or having no faith
- 4% Muslim

Gender identity or reassignment

- We do not collect data on gender reassignment

Sexual Orientation

- We do not collect data on the sexual orientation of our pupils

Some key statistics about achievement

	Average Point score KS1 2014		
	Reading	Writing	Maths
All pupils	17.3	16.2	17.3
Boys	16.2	14.7	16.5
Girls	18.3	17.5	17.9
FSM	15.2	14.0	16.5
English as a first language	17.6	16.5	17.7
Other than English as a first language	15.0	13.5	14.1
SEN – school action	11.0	9.0	13.7
SEN – school action plus	11.7	9.0	13.0
SEN – statement	3.0	3.0	3.0
White British	17.4	16.2	17.5
Any other white background	21.0	21.0	21.0
White/Black Caribbean	17.0	15.0	15.0
Any other mixed background	19.0	18.0	20.0
Pakistani	11.0	11.0	11.0
Bangladeshi	15.8	14.2	14.2
Any other Asian background	19.0	18.0	18.0
Any other ethnic group	21.0	21.0	21.0
Autumn born	17.3	16.5	17.3
Spring born	17.4	16.5	17.3
Summer born	17.2	15.4	17.2

Our overarching Equality and Diversity Objectives 2014-17 are:

- To continue to increase staff and pupil knowledge and understanding of equality and diversity issues
- To continue to work together with stakeholders to promote equality of access and opportunity within our school and within our wider community and deliver effective and equal outcomes.

Marine Park First School's main Equality challenges

In analysing our data, we know that a large majority of our pupils achieve very well in comparison to pupils nationally and locally although from time to time there may be some inequalities in standards/progress for some pupils in the following groups compared to their school peers in certain curriculum areas:

- Pupils from low income backgrounds
- Pupils from non White British backgrounds
- Pupils with SEN
- Boys

These areas reflect the main equality challenges nationally.

How we have a due regard for Equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We have due regard to:

General Duty 1 - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

At Marine Park First School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a joint approach to our duty.

The Governing Body is responsible for:

- Ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented
- Designating a governor with specific responsibility for Equality/Diversity
- Evaluating and reviewing the policy/practice annually and the objectives every 3/4 years
- Promoting a school ethos where all children and adults are of equal value whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background, whatever their sexual orientation and whether they have a disability.
- 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.

The Headteacher is responsible for:

- Implementing the school's Single Equality Scheme and Action Plan within school
- Ensuring that due regard is given to the principles of Equality & Diversity with respect to all school policies.

- Ensuring that as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Ensuring that all staff are aware of their responsibilities in relation to Equality & Diversity.
- Ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, in equality and diversity and its implications for teaching and learning
- 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.
- 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); dealing promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice based bullying related to SEND, gender, race, religion, belief etc; keeping accurate records of all such incidents.
- Organising training to all staff in relation to dealing with bullying and harassment incidents
- Providing the Governing Body with appropriate data to enable them to monitor equality. The termly Headteacher reports to the full governing body include information on the number of racist/antisocial incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs, or who are looked after.
- Ensuring that the school office staff keep an accurate record is kept when possible and where appropriate of the protected status of our pupils and employees
- Making the Governing Body aware of any serious incidents involving equality or diversity implications.
- Ensuring that admission arrangements are in line with the LA guidance, giving due regard to the elimination of discrimination
- Ensuring that Governors regularly consider the schools' Accessibility Plan which considers the need of those with disabilities in the school community
- That the staff code of conduct is updated annually.

All members of staff are responsible 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.
- Not discriminating against any member of staff, adult or pupil. Ensuring that all colleagues, adults and pupils are treated fairly, equally and with dignity and respect.
- 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.
- Using opportunities, through assemblies to deal with issues of prejudice for example through national awareness-raising events to encourage reflection on prejudice (e.g. Remembrance Day, Holocaust Memorial Day, Anti-bullying week)
- Displaying work from all pupils with achievements in any areas of the curriculum

- Challenging any incidents of prejudice or discrimination and reporting to the Head Teacher or Governing Body as appropriate.

Pupils are responsible for:

- Promoting equality, inclusion and good community relations
- Acting in accordance with the policy
- Challenging inappropriate language and behavior and supporting the school's anti-bullying strategies

Our parents/carers are:

- Encouraged to actively support the policy
- informed of any incident related to this policy which could directly affect their child

Relevant voluntary or community groups and partner agencies are:

- Encouraged to support the policy
- Encouraged to attend any relevant meetings and activities related to the policy

Visitors are:

- Expected to respect and follow our equality policy

Under the Equality Act 2010, we are also required to have due regard to:

General Duty 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it and

General Duty 3: Foster good relations between people who share a protected characteristic and people who do not share it.

How we advance equality of opportunity at Marine Park First School

Marine Park First School seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We aim to ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

Our Pupils

For our pupils these opportunities are likely to include all or some of the following, dependent on our current priorities:

- preparation for entry to the school
- preparation of pupils for the next phase of education at Middle School
- the engagement, participation and involvement of a broad and diverse range of children, their parents and partner agencies
- the school's arrangements for working with other agencies
- school policies
- learning and teaching and the planned curriculum
- opportunities for assessment and accreditation
- homework
- activities to enrich the curriculum
- school sports
- school clubs, activities and school trips
- classroom organisation
- behaviour management approach and sanctions
- timetabling
- grouping of pupils
- breaks and lunchtimes
- interaction with peers
- access to school facilities

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups e.g. *SDP 2014-15 Priority 2: Ensure that the learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.*

We build in strategies to address such issues and these are included in the school development plan. We monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils. The plan is reviewed termly, then annually (see SDP)

Specific examples of how we promote Equality and foster good relations

Special Educational Needs and Disability (SEND)

We are committed to working for the equality of people with and without special educational needs and disabilities. All reasonable steps are taken to ensure that these children and adults are not placed at a substantial disadvantage compared with non-disabled peers. We are committed to providing an environment that allows disabled people full access to all areas of learning and school life. Some of the strategies we use are:

- Teachers modify teaching and learning as appropriate for children with disabilities e.g. they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.
- Appropriate use is made of local authority support services to ensure that pupils with disabilities fulfil their potential.
- The progress of all groups including disabled pupils is tracked and monitored carefully
- Involving disabled learners, their families and staff with disabilities in the changes and improvements we make and consulting them on issues affecting them rather than just with people acting on their behalf
- By ensuring that we provide a curriculum that supports all pupils. SEND children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population
- Pupils have opportunities to learn about the experiences of disabled people as part of assembly themes etc and the discriminatory attitudes they sometimes experience
- Ensuring the curriculum has positive images of disabled people
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education
- The school will provide extra and additional support for pupils who are under-achieving or who have SEND , in order for them to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children is also available (e.g. reporting progress; discussing needs);
- Additional support is also provided for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Promoting positive images which reflect the diversity of the school and community in terms of SEN and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively support the recruitment of disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively support the recruitment of disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- School has good links locally with Woodlawn and Benton Dene Special Schools etc to support our pupils and staff with specialist advice, training and resourcing.
- Supporting SEN and disabled pupils in the period of transition between first and middle school to ease the stress of moving and increase familiarity with new surroundings;
- Carrying out accessibility planning for disabled people in our community to facilitate their participation in the curriculum and school life; by improving the physical environment of the school and the availability of accessible information to disabled members of the school community.
- We are aware of the Reasonable Adjustment duty for disabled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop them being placed at a disadvantage compared to their peers.
- Addressing prejudice-related bullying related to disability/SEN

Ethnicity and Race

The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Some of the strategies we use are:

- We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate progress are identified and teachers supported to ensure it happens.
- We identify and address barriers to the participation of particular groups as individuals in learning and other activities.
- We provide support through nurture groups, small group tuition, 1:1 specialist support etc
- We are continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- Ensuring that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- Celebrating special events such as Black History Month, Chinese New Year etc as part of assembly.
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity
- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together
- Provide support for children to access the curriculum including specialist teacher/TA support for EAL pupils as required
- Ensure staff have training in aspects of supporting EAL learners

- Provide educational visits and extra-curricular activities that reflect all groupings among our pupils.
- Meet the dietary needs of all pupils and staff
- Implementing our anti-Bullying Policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or cultures.
- Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias.
- Deal with any racist incidents in an effective and consistent manner
- Address prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, refugees and people seeking asylum. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with
- Keep accurate information about the ethnic origin, first language and religion of all pupils and staff
- Actively support the recruitment of staff, governors and volunteers to the school which reflect the diversity of the school community
- Additional support is also provided for parents/carers to help them to play a full part in the life of the school (e.g. providing information in different languages as required).

Gender

At Marine Park First School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of gender. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Some of the strategies we use are:

- We expect boys and girls to perform equally well in all subjects and activities, and we monitor pupil achievement and participation to ensure that any gap between boys and girls is reduced.
- All pupils have equal access to all curricular opportunities and activities.
- All pupils are expected to work together in a constructive and positive manner
- The talents of both boys and girls are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising, sports teams etc;
- Identifying and addressing barriers to the participation of boys and girls in particular activities e.g. to support boys in writing we would make our teaching more accessible by
 - Beginning a lesson by stating the learning objectives, and giving the 'big picture'
 - Employing a variety of activities, and include a kinaesthetic element
 - Delivering work in bite-sized chunks, with 'brain breaks' and new starts
 - Providing challenge, competition and short-term goals
 - Giving regular positive feedback and rewards
 - Setting writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available
- Staff ensure that boys do not dominate such things as the playground, the construction toys or the computers, and that girls do not dominate such things as the home corner or the dressing-up clothes

- New resources are vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes are read in class and during acts of collective worship
- Pupils are discouraged from using sexist language and commended when they challenge such language
- We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Sexual Orientation

We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are lesbian, gay, bisexual, transgender or undergoing or wish to undergo gender reassignment. We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all gender variant staff, pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to others. We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The Department for Education has published useful specific guidance on bullying including homophobic and transphobic bullying.

We do not currently hold pupil data about this group.

Religion and Belief

As a diverse school, with some of the key religions represented we promote respect and understanding for the religious, atheist or agnostic beliefs and practices of all staff, pupils and parents. Some of the strategies we use are:

- Pupils and staff are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with one another through curriculum based projects in RE, PSHE and assemblies – this supports pupils in building their sense of identity and belonging in a diverse culture. Lessons are used to value and celebrate diversity.
- Although our Collective Worship themes are 'broadly Christian' in nature we ensure that no one faith is purported to be any truer than another.
- We maximise opportunities to celebrate the richness and diversity of different faiths and cultures through Multi-Faith/Multi-Cultural celebrations (e.g. Diwali, Chinese New Year, Harvest) and through visits and visitors into school.
- We are mindful of the need to be aware of the potential risks of radicalization and extremism within our school community.
- We are proactive in providing as much information as possible to parents about our curriculum.
- All pupils are expected to work together in a constructive and positive manner
- Pupils are discouraged from using language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on religion or belief.
- Pupils have the opportunity to learn about the harmful effects of religious prejudice stereotyping within RE
- New resources will portray people of all ages, religions and beliefs in ways which are positive and non-stereotypical.
- Our uniform policy does not discriminate because of race, religion or belief.
- The school complies with reasonable requests relating to religious observance and practice for its pupils without it affecting participation in statutory education

- The school complies with reasonable requests relating to religious observance and practice for its staff.
- All incidents of bullying and harassment, including that based on, religion or belief, are dealt with in an effective and consistent manner.

Marriage and Civil Partnership

We are committed to providing a safe and supportive environment for all of our pupils and staff and aim to tackle any discrimination faced by staff and school community who are entering into marriage or civil partnership. Teaching about relationships in our PSHCE curriculum is done in a sensitive, reasonable, respectful and balanced way.

We follow the guidelines of our LA HR team when supporting our staff and school community through this period.

We do not currently hold pupil data about this group.

Pregnancy and Maternity

We are committed to providing a safe and supportive environment for all of our pupils, staff and school community and aim to tackle any discrimination faced by those who are pregnant or who have recently had a baby.

We follow the guidelines of our LA and HR team when supporting our staff and school community through this period.

We do not currently hold pupil data about this group.

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Marine Park First School

Single Equality Scheme

Equality Action Plan including Accessibility





Marine Park First School Equality Action Plan including Accessibility

Link to Public Sector Equality Duty	Protected characteristics	Objective/Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it	All	Continue to increase our school community's knowledge and understanding of equality and diversity issues. Use staff meeting, phase team, GB meetings and CPD sessions to review policy and practice.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / DHT/ Phase Leaders/SENCO	From Spring 2015 ongoing	Staff, and governors are familiar with the principles of the Equality Plan
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.	All	Continue to increase pupil, staff and governors' awareness of legal and human rights and the responsibilities that underpin society. Register the school and progress towards the Unicef Rights Respecting Schools Award ²	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / DHT	From Spring 2015	Staff, pupils and governors are familiar with the principles of Unicef Rights Respecting Schools. Evidence for application for recognition stage 1 completed by end of 2015.
Specific duty to publish information	All	Publish and promote the updated Single Equality Scheme through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Enter date here - Immediately after updated Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Single Equality Scheme
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it Accessibility	All	Increasing body of school documentation to be available in electronic format via the school website via a virtual office	Question about communication in annual survey?	Headteacher / office staff	Annually	Parents/ school community are aware of availability of documentation electronically
Specific Duty - Publish information	All	Annually update published information about the locality and school profile within the Single Equality Scheme	Information will always reflect current school population	Headteacher / designated member of staff	Annually	Community and public awareness of the profile of the school
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010	All	Undertake equality impact assessments to identify the impact or effect either positive or negative of our policies and procedures on various sections of the school community paying particular regards to the need of specific groups	Where negative impacts are identified take steps to deal with this.	Leadership Team	Assessments to be done routinely as part of policy review	All new policies will have IEAs. Rolling programme of 2015 updates completed with IEAs
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct	All	Update canvassed opinions of school community parents, staff, governors, community users and pupils about equality and diversity	Analysis of questionnaire	Headteacher Deputy Headteacher	Spring 2015	Analysis of the questionnaires indicate satisfaction with the way in

<p>prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>		<p>in updated questionnaire. Establish a focus group as needed to discuss issues as required</p>	<p>responses</p>			<p>which school promotes equality and supports groups with protected status</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p>	<p>Race/Ethnicity Gender Disability Age</p>	<p>Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. Data input and analysis will be more accessible to staff with the introduction of an updated whole school tracking system</p>	<p>Achievement data analysed by race, gender and disability</p>	<p>Headteacher / staff, Governing body</p>	<p>Termly and Annually in Sept</p>	<p>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	<p>All</p>	<p>Ensure that the New National Curriculum 2014 planning promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. All phase teams to plan opportunities within each term topic to raise awareness of life experiences/cultures of other children either nationally or internationally</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Class teachers and subject leaders, through long, medium and short term plans</p>	<p>Sept 2014 – ongoing</p>	<p>Raise profile of targeted groups within the school community and notable increase in participation and confidence</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	<p>All</p>	<p>Promote good relations between people from different backgrounds - Ensure that displays in classrooms and corridors promote diversity</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE</p>	<p>All staff</p>	<p>Ongoing</p>	<p>More diversity reflected in school displays across all year groups</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	<p>All</p>	<p>Continue to seek and follow the advice/services of LA and draw on expertise of external partners on adaptation of curriculum to best support all pupils.</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Senco, Class teachers short term plans</p>	<p>Sept 2014 – ongoing</p>	<p>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	<p>Race</p>	<p>Revision of PSHCE Long and Medium Term plans and resource provision as part of 2014-15 curriculum update to ensure aspects related to Equality and Diversity are addressed appropriately. Curriculum content to explicitly address the causes and consequences of discrimination and help pupils recognize and challenge stereotypes e.g. through Show Racism the Red Card. Assemblies to routinely address/challenge stereotypes and address issues.</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE</p>	<p>All staff, PSHCE lead</p>	<p>Spring/Summer 2015</p>	<p>Raise profile of targeted groups within the school community and notable increase in understanding of Equality issues, participation and confidence</p>

<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	Disability	Promote good relations between people from different backgrounds - Invite in representatives from disability equality groups to meet with children as part of PSHCE work	Increase in pupil participation, confidence and positive identity – monitor through PSHE	All staff, PSHCE lead	Spring/Summer 2015	Raise profile of targeted groups within the school community and notable increase in understanding of Equality issues, participation and confidence
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	Religion	Further develop children's understanding of cultural/faith similarities/differences of groups in our locality. RE Coordinators to further develop the RE curriculum plans and resource provision following LA Revision of Agreed Syllabus. Coordinators to promote a wider schedule of visits to places of worship and invite members of different faith groups to support during RE lessons/collective worship.	Increase in pupil participation, confidence and positive identity – monitor through RE	All staff, RE lead	From Spring 2015	Raise profile of targeted groups within the school community and notable increase in participation and confidence
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>	Race/Ethnicity Gender Disability Religion Age	Recognise and represent the talents of protected groups in Gifted and Talented programmes and ensure representation fully reflects the school population	Gifted and Talented register monitored by race, gender and disability	DHT	ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>	Race/Ethnicity Gender Disability Religion Age	Continue to ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	School council lead teacher	ongoing	More diversity in school council membership
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	Race/Ethnicity Gender Disability Religion	Plan for further opportunities for greater representation from males and particularly from the BME community volunteering, training in school providing a positive role model for boys.	Volunteer, trainee register monitored by race, gender, disability	DHT	ongoing	More diversity in volunteer, trainee membership
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p>	All	Continue to identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents

<p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>			<p>assess the impact of the school's response to incidents</p>			<p>Consistent nil reporting is challenged by the Governing Body</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p>	All	<p>Actively seek to fill Governor vacancies from under-represented groups when vacancies occur. Have nominated governors with responsibility for community links to local business and faith groups.</p>	<p>representation of groups seen in data analysis</p>	Lead Governor/COG	Whenever vacancies occur	<p>More applications from BME candidates to be School Governors</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>General Duty - Foster good relations between people who share a protected characteristic and people who do not share it.</p> <p>Accessibility</p>	All	<p>Continue to provide a rich programme of focused in service training for support staff to deliver intervention programmes to narrow the gap in achievement between groups. e.g. Better Reading Partnership, First Class in Number etc. Source CPD opportunities for staff who work with disabled pupils/ those with Language and Communication needs to modify curriculum appropriately, provide for play situations e.g. Wraparound, Early Years and Out of School Club from Marine Park to learn from Woodlawn re best practice in PE, playtime games Source CPD opportunities for staff who work with disabled pupils/ those with Language and Communication needs re best practice in Health and Safety issues e.g. manual handling, fire evacuation etc.</p>	<p>Termly analysis of attainment and achievement for vulnerable groups</p> <p>CPD discussions with staff</p>	<p>HT/DHT, SENCO</p> <p>HT/DHT, SENCO</p>	<p>Sept 14 onwards</p> <p>Spring/Summer 2015 onwards</p>	<p>Narrowed gap in attainment and achievement for vulnerable groups.</p> <p>Greater staff confidence in supporting children</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>Accessibility</p>	SEND	<p>Ensure that all staff, especially those new to the school are familiar with the best ways of providing pupils with information/ways of recording in the most accessible simplified forms e.g. providing pupils with Language and communication difficulties information in picture/symbol systems; preprinted formats and the use of e-learning facilities to support those pupils who find recording difficult.</p>	<p>Termly analysis of attainment and achievement for vulnerable groups</p> <p>CPD discussions with staff</p>	<p>HT/DHT, SENCO, SLT</p> <p>HT/DHT, SENCO</p>	<p>Spring 2015 onwards</p> <p>Spring/Summer 2015</p>	<p>Narrowed gap in attainment and achievement for vulnerable groups. Greater staff confidence in supporting children</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p> <p>Accessibility</p>	SEND	<p>Further raise the profile of signing as a means of communication for pupils/parents with language and communication difficulties. Source CPD opportunities for staff who work with those with Language and Communication needs to modify curriculum appropriately e.g. Staff from Marine Park to learn from Benton Dene re best practice in using Makaton. Makaton to be used routinely by more/new staff in Wraparound, Early Years and Out of School Club as a communication tool.</p>	<p>Termly analysis of attainment and achievement for vulnerable groups</p> <p>CPD discussions with staff</p>	<p>HT/DHT, SENCO, SLT</p> <p>HT/DHT, SENCO</p>	<p>Autumn 2015 onwards</p>	<p>Narrowed gap in attainment and achievement for vulnerable groups. Greater staff confidence in supporting children</p>
<p>General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</p> <p>General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and</p>	SEND	<p>Provide updated information to parents about the changes on the SEND Code of Practice and its impact on policy and practice in school. Information to be available via website</p>	<p>Annual SEN questionnaire analysis of satisfaction/issues over time</p>	<p>HT, SEN governor, SENCO</p>	<p>Sept 14 onwards</p>	<p>Concerns addressed, satisfaction levels of parents of SEN pupils raised over time.</p>

General Duty - Foster good relations between people who share a protected characteristic and people who do not share it. Accessibility						
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and General Duty - Foster good relations between people who share a protected characteristic and people who do not share it. Accessibility	All	Re-audit community satisfaction re Equality and make contact directly should concerns be raised. Update action plan as required	Equality questionnaire analysis of satisfaction/issues over time	HT, Equality Governor	Spring/Summer 2015	Concerns addressed, satisfaction levels of school community raised over time.
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and Accessibility	All	Continue to promote awareness amongst parents/carers via newsletters, text and website that the school will endeavor to meet the access requirements of parents/carers at whole school events. Invite parents/carers to contact us in advance if they have any special requirements.	Through the number of parents/carers with special requirements that make contact with the school and attend school events.	HT, admin staff	Ongoing	Parents/carers with special requirements make contact with the school and subsequently attend school events.
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and General Duty - Foster good relations between people who share a protected characteristic and people who do not share it. Accessibility	All	Monitor and revise school practice following 2014 update of policies and training advice related to Equality e.g. Managing Medicines Policy; SEND Policy; Fire Evacuation		HT, admin officer, support staff	Spring 2015 and annually onwards	Staff aware of policy, procedures and vulnerable pupils.
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and General Duty - Foster good relations between people who share a protected characteristic and people who do not share it. Accessibility	All	Consider developing an area of the school called e.g. 'the International Community in our School' which represents the rich diversity of our school community and evidences the school's celebration of cultural events throughout the year and an understanding of local, national and international events of importance which are in the news.	PSHE/assembly records, photographs of display	DHT, Member of staff leading on PSHE, RE	From Spring 2015 and ongoing	Increased awareness of different communities shown in pupil discussions
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and Accessibility	Disability	Reduce congestion and access issues into Y1 from outside. Gain quotes for widening gateway/path into Y1	Review congestion, access and impact of widening Y1 access	Premises sub, HT, MITIE, admin officer	March 2015-2016	Congestion and access issues reduced in Y1.
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and Accessibility	Disability	Reduce congestion and access issues into Reception outdoor area from main playground. Gain quotes for widening gateway.	Review congestion, access and impact of widening Reception access	Premises sub, HT, MITIE, admin officer	March 2015-2016	Congestion and access issues reduced in Reception

people who do not share it and Accessibility						
General Duty - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 General Duty : Advance equality of opportunity between people who share a protected characteristic and people who do not share it and Accessibility	Disability	Consult with pupils, staff , Occ Therapy Team and LA re appropriate facilities for pupil currently in KS1 ground floor classrooms in preparation for move to KS2 on upper floor (Autumn 2015)	Review current provision for disabled pupils on upper floor	Premises sub, HT, MITIE, admin officer, occ therapy team.	Spring 2015	Potential access issues anticipated and reduced



Appendix 2

MARINE PARK FIRST SCHOOL - Equality Impact Assessment

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:		SINGLE EQUALITY SCHEME	
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).			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
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	
a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
b) 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			

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

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

10.a) 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.				
10.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?				
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes		No	

Signed:

Date:

Appendix 3

Appendix B Consultation with staff, governors and parents/carers

Dear Parents and Carers

We want to make sure that we help all members of our school community to have equal access to the services we offer. In particular, we want to make sure that those of us who may have a disability do not come across barriers that make it hard to engage with us or to take up opportunities that we want to make available to everyone.

We have worked hard to make every aspect of school life accessible to all but in order to make even more progress, we would like to ask all users of the school – and particularly those who have a disability – how we might do things better.

To help us make sure our school meets everyone's needs, we would be grateful if you could complete the enclosed questionnaire. The questionnaire is being sent to everybody with an interest in the school, including yourselves, governors, regular helpers and visitors. The children and staff will also be asked for their views.

We promise to take all of your views into account. Your views will help us respond effectively to the needs of everyone in our community and develop a Disability Equality Scheme (DES) to improve the experience of people with a disability who use our school. If you would like to help us develop our Scheme, please contact Mr. Easton at the school. When completed, the Scheme will be made available to everybody on request and will be reviewed every 3 years.

Thank you for taking the time to read this letter and fill in the questionnaire.

Yours sincerely,

Mr. L D'Arcy
Equality and Diversity Governor

QUESTIONNAIRE

- | | | | |
|---|---|-----------|--|
| 1. I am | a parent or carer
a school helper or visitor
a pupil
a governor
a member of staff | | <input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> |
| 2. Do you consider yourself to have a disability? | | Yes
No | <input type="checkbox"/>
<input type="checkbox"/> |
| 3. Do you consider your child to have a disability? | | Yes
No | <input type="checkbox"/>
<input type="checkbox"/> |

The definition of a disability is “a physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities.” This might include children and adults with:

- *Physical impairment*
- *Mental impairment*
- *Sensory impairment*
- *Mental illness*
- *Mental health problems*
- *Severe dyslexia*
- *Diabetes*
- *Epilepsy*
- *Severe disfigurement*
- *Learning difficulties*
- *Other*

4. Please explain how your experience of the school, or that of your child or other family member, has been affected by a disability and how we might improve. You might use the following areas as a guide:

RELATIONSHIPS

(e.g. with other children in the class or playground, with teachers or other staff and helpers, being included or being treated differently to others who do not have a disability)

TEACHING AND LEARNING

(e.g. in lessons or during after-school activities)

SCHOOL TRIPS AND VISITS

(e.g. swimming, visits to places of interest such as museums, residential experiences)

COMMUNICATIONS

(e.g. school newsletter, reports, meetings)

SCHOOL PREMISES

(e.g. access to the school, movement around the school, classroom space, outdoor areas)

Comments on any other aspect of school life for someone with a disability would be welcomed and you can write these in the space below:

OTHER COMMENTS

Thank you for taking the time to complete this questionnaire, which will help us plan what we need to do next to improve your experience of our school. Please return any completed questionnaires to the school **no later than Friday 3rd February 2012.**

If you wish to add your name to this response, you can print it here but it is not necessary:

NAME: _____

Would you be willing to join / advise* the school's Disability Equality Group? Yes / No *delete as appropriate.

Results

Disability Questionnaire Parents/carers

30 responses received.

19 or 63%= no suggestion, no disability identified, no expression of interest in wishing to join or advise Disability Equality Group

1 or 3% = no suggestions, no disability identified, expression of interest in wishing to join or advise Disability Equality Group

2 or 7% = positive response, no disability identified, no expression of interest in wishing to join or advise Disability Equality Group

1 or 3% = pupils identified as having disability, very positive about experience and schools approach and work with supporting agencies.

1 or 3% = parent identified as having disability, very positive about experience as a parents and volunteer.

2 or 7% = made suggestion to improve access for parents/extended family. Where a name has been supplied, we will contact parents directly and offer this provision. This will be incorporated into the Disability Scheme we develop.

2 or 7% = Made suggestions/asked questions to improve experience for pupils with a disability specifically, provision of counselling and lift to first floor. There is a lift to the first floor.

Counselling would be considered for identified pupils.

3 or 10% raised very specific points which related to their child or other children in the school with SEN. Where a name has been supplied, we will contact parents directly and offer a meeting.

5 parents offered to join/advise working group.

Disability Questionnaire Staff/Governors

Most responses had no suggestion, no disability identified, no expression of interest in wishing to join or advise Disability Equality Group.

2 members or staff made suggestions related to the provision for pupils with medical needs. The policy and school systems will be reviewed and shared. This will be incorporated into the Disability Scheme we develop.

1 member of staff mention access to Year 1 and cloakrooms. Quotes will be sought to relocate the bike shed and widen the gate to the Year 1 classrooms. We will trial the relocation of Y1 pegs into the corridor and, if successful roll out to whole school. This will be incorporated into the Disability Scheme we develop.

4 staff/governors offered to join/advise working group.

**Marine Park First School
Parents' and Carers' Questionnaire - Equality**

Governors are currently reviewing the school's Equality Policy and are keen to seek your views about how we meet our duties relating to the Equality Act 2010 and how we might improve the services we offer to all pupils, parents, carers, volunteers and visitors to the school.

The Equality Act 2010 was passed to promote equality and ensure that all organisations, including schools treat their communities without discrimination in respect of the groups considered to have a protected characteristic as specified by the Act.

These are:

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

We are required by this Act to gather information about any circumstances, issues or views of our school community relating to the above areas. This information will help us plan how we might improve the services we offer.

We would be very grateful if you would take a few moments to answer the questions overleaf and add any comments. Please return your completed form to the by Wednesday 1st April.

A copy of our Draft Equality Policy and Scheme is available on the school's website.

Thank you for your help

Yours sincerely,

Mr B. Willcox

Chair of Governors

EQUALITY QUESTIONNAIRE 2015

5. I am a parent or carer
- a school helper or visitor
- a pupil
- a governor
- a member of staff
6. Thinking about the groups considered to have a protected characteristic as specified in the Equality Act, do you have any concerns that you feel the school should be aware of?
7. How does this concern impact upon you or your family's experience at Marine Park First School?
8. Have you any further comments about how Marine Park First School implements the requirements of the Equality Act?

Thank you for taking the time to complete this questionnaire, which will help us plan what we need to do next to improve your experience of our school. Please return any completed questionnaires to the school no later than Wednesday 1st April.

If you would like to speak to someone in school concerning these issues, please leave us your contact details:

Name:

Telephone number:

Email: