



# **Single Equality Scheme**

Reviewed – January 2017

# Single Equality Scheme Statement

## Creating Opportunity, Sharing Success

Our mission is to provide the quality of educational and therapeutic input that enables pupils to access the EYFS and Stages 1 to 5 of the National Curriculum at a level that challenges each individual.

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*Pupils' safety and welfare is promoted effectively". Pupils' spiritual, moral, social and cultural development is woven throughout lessons and is a strength of the school"*

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children
- Place the school in a position, which is 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 set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

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

- To involve internal and external stakeholders in the equality process
- To make our workforce more representative of the schools community
- To increase staff and pupil knowledge and understanding of equality and diversity issues
- To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.

### **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
- Community users

## **Profile of our School**

Woodlawn is a school for children from age 2 to 18 years old with physical, medical and sensory needs. The majority of pupils live in North Tyneside but we also have pupils from Newcastle & Northumberland. The majority of pupils are transported to and from school.

We adopt a 'can do' approach which supports pupils to overcome their complex needs. Our curriculum ensures all pupils meet their potential through a rich variety of motivating, exciting opportunities planned with pupil individual learning as the focus.

We work closely with a range of professionals including: physiotherapists, occupational therapists, speech and language therapists and educational psychology service to support all pupils taking part in the full range of school activities. We provide the care, guidance and support alongside an exciting and motivating curriculum to ensure pupils accumulate those memorable learning experiences throughout their school years. We are very proud of our school and what our pupils achieve, showing great determination to overcome their personal challenges. Woodlawn is a school that has the capacity and expertise to improve our pupils lives significantly. We achieve this by deploying expertise, close communication with parents, other professionals and external agencies. Our school has an on-site hydrotherapy pool that is accessed by community users.

## **Key Stats for Whitley Bay**

All Residents:	9,416
Number of households:	3,999
Average household size:	2.30
Residents in households:	9,101
Residents in communal living:	315
Area (hectares):	156
Population density (people per hectare):	60.20

- The population of Whitley Bay is made up of approximately 51% females and 49% males.
- The average age of people in Whitley Bay is 39.
- 89.9% of people living in Whitley Bay were born in England.
- 97.0% of people living in Whitley Bay speak English.
- The religious make up of Whitley Bay is 54.4% Christian, 34.3% No religion, 2.0% Muslim, 0.3% Hindu, 0.2% Sikh, 0.2% Buddhist, 0.1% Atheist, 0.1% Jewish.
- 44.4% of people are married, 13.1% cohabit with a member of the opposite sex, 1.0% live with a partner of the same sex,
- The top occupations listed by people in Whitley Bay are Professional 26.9%, Associate professional and technical 14.5%, Administrative and secretarial 11.8%, Managers, directors and senior officials 11.3%, Administrative 9.5%, Skilled trades 9.0%, Teaching and educational professionals 8.8%, Caring, leisure and other service 8.0%, Sales and customer service 7.6%.

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

### **North Tyneside Profile**

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

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong.

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

Key statistics about our residents include:

- 48% are male, 52% female.
- 17% are aged 0-15 years.
- 18% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2001 census, North Tyneside's main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come to the borough as asylum seekers and economic migrants (including between 500 – 600 new national insurance registrations of foreign nationals per annum). These include those from Eastern Europe, Iran, Afghanistan, and a number of African countries.

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.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2009 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.

## **Roles and Responsibilities**

**Governors** are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

**The Leadership Team** of the school will be responsible for

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfill their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

**Parents/Carers** will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

**Staff and pupils** are responsible for

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

**Visitors** to our school will be expected to respect and follow our equality policy.

## **Monitoring and Reviewing**

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the schools equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

Find our Equality and Diversity guidance document at Appendix A

## **Impact Assessments**

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Find our template Impact Assessment form at Appendix B

## **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. See our Plan at Appendix C.

## **Accessibility Plan**

See our plan - Appendix D