

# Forest Hall Primary School



## Single Equality Scheme

Date adopted by GB	
Chair of Governors	Jackie Sparkes
Headteacher	Carmel Parker
Review date	

# Single Equality Scheme Statement

**Children enjoy learning and develop their full potential in a safe, secure and happy environment where everybody works together as a team, enabling children to become positive and contributing members of our school and society.**

*Pupils are happy in this warm and welcoming school community... Well established systems and routines result in a calm and purposeful environment for learning...[Ofsted 2021]*

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

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in our school
- Place our school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

202 This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating 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.

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

- 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.
- To make our workforce more representative of the schools community

204 **What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by

taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

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### **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 favourably 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.

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### **Who does this scheme apply to?**

This equality scheme applies to the following stakeholders:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors to our site

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### **Profile of our School**

As of January 2022, Forest Hall Primary School has 154 children from Reception to Year 6 with a 26 place nursery class. We offer 8 places for 30 hours nursery provision to eligible parents and also offer breakfast club and after school club to all children. There can be wraparound spaces available on a daily basis in nursery. The classes are pure year groups with an average class size of 22 children. Adults in school, teaching and support staff, work together as a team to provide a safe, secure and motivating learning environment for all children attending Forest Hall Primary.

Forest Hall is on the outskirts of Newcastle-upon-Tyne and was originally a coal mining area. It is now an urban mix of housing, shops and businesses. There has been a school on the current site since 1911 changing from separate Edwardian infant and junior schools to the current primary school in the 1980's. The building has undergone many changes being last extensively modernised and refurbished in 2015. The school is a focal point with strong links in the community.

Parents/carers are supportive of school and work with school staff to provide the best for their children. School events and after school clubs are well attended.

### **Physical Accessibility of our school**

School consists of one main building housing classes from nursery to Y6 and additional two outbuildings; the Breakfast Club and staffroom. Both outbuildings are used for group work throughout the school day. All 3 buildings can be accessed by people with disabilities. There are small group rooms upstairs in the main building but these facilities are replicated on the ground floor too. There are two disabled toilets in main school.

## **Some key statistics about our current school population September 2017**

### **Pupils**

- We currently have 176 pupils on roll
- 55% male and 45% female
- We have 45.4% FSM uptake
- 20% of our children are from an ethnic minority background
- We have an SEN register of 16% January 2022
- The large majority of our pupils are White British in origin
- Most children are of Christian denominations or have no religion.

### **Staff**

In January 2022 there are 12 teachers of whom 7 are full time with 5 part time. There are 7 part time support staff. All of the teaching and support staff are female. There is a wide range of ages with 5 in their 30s, 8 in their 40s and 6 in 50 plus age ranges.

### **Governors**

At present there are 10 governors (7 female and 3 male) with 2 vacancies

### **North Tyneside Profile** *This contextualises the area within which our school is situated.*

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 2019 Residents' Survey shows that 78% of our residents feel happy living in North Tyneside, and 70% feel that their local area is somewhere they belong.

As of November 2021, North Tyneside's population was estimated at 208,871 people (ONS). North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.

- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being ‘Other White’ (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or ‘other’) and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside’s main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African.

After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu.

These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2019 Residents’ Survey show that 63% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

## Roles and Responsibilities

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**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

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

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

403 **Parents/Carers** will:

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

404 **Staff** are responsible for

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

405 **Pupils** will:

- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in this area

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

## 501 **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.

## 601 **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.

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## **School Accessibility Action Plan**

The School Accessibility Plan is a separate document identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

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## **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