



## Single Equality and Diversity Scheme and Policy

|                       |                            |
|-----------------------|----------------------------|
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| Date for review       | June 2027                  |
| Signed by Headteacher | <i>Orumaw</i>              |
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| Review Dates completed | June 2019, June 2020, June 2021, June 2022 June 2023, June 2024, June 2025 |
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New York Primary School  
Single Equality Scheme Statement

**Mission ‘Come as you are - Leave at your best’.**

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school’s approach in ensuring equality for all.

**Rationale**

At New York Primary School we are committed to achieving equality for all who learn and work here. We aim to continue our development of a fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well-motivated workforce where all colleagues are treated equally and with respect.

**School Profile**

*What follows is a description of our schools location, with relevant demographic and socioeconomic contextual data. This data establishes the context within which our specific vision and values operate.*

New York Primary School is a 1.5 form entry school situated in the heart of the New York Estate in North Shields. We have a 52 place Nursery and offer 30 places for children aged 2. We also offer 30 hour provision for qualifying nursery children. New York has a 40% Free School Meal population and is decile 3 on the IDACI with 55% of our pupils residing within the 20% most deprived areas nationally. We offer a daily Breakfast Club free of charge and free extra curricular activities are on offer 4 nights per week, after school. 16% of our pupils are Black and minority Ethnic Group, (BME). 28% of pupils in school are on the SEN register.

Our pupils are proud to be a ‘New Yorker’ and pride is a daily feature of school life at New York.

**Vision**

At New York Primary School we invite all children to ***come as they are and leave at***

***their best.*** Our aim is to provide a stimulating, aspirational, safe and secure

environment in which children have a voice and are encouraged to participate and

contribute towards their own development.

- We believe that this is best achieved when;
  - families take an active interest in their child's education
  - families become involved in school life
  - families support what their child does in school.
- Opportunities for learning are exciting, bespoke and ambitious, set within real life context.
- Through rich learning we develop pupil interest and curiosity promoting imagination and investigation.
- We know our children and work consistently and flexibly to meet their needs.
- We provide an inclusive curriculum that inspires and interests, encouraging pupils to aim high and succeed in school and beyond.
- We create a family, community atmosphere where everyone is welcome, valued, cared about and respected.
- We have high standards and expectations both in behaviour and work – we have no doubt that our children can meet these standards and leave us at their best.

## **Aims**

This Single Equality Scheme aims to integrate equality into the school's core principles 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 quality and diversity are part of the school's core business both as a school and as an employer.
- Promote community cohesion and good relationships between people of different backgrounds through education.
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections.

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

At New York we develop character and positive personality traits to ensure that our pupils are responsible young citizens who see difference as a positive both inside

and out of school. We use core values across school and celebrate them with PROUD Assemblies each week. Our PROUD wall is a reminder of the qualities and values that our pupils apply and are rewarded for.

We also use CoJo Missions to challenge and develop the character of all pupils and staff in school.

These include;

- **Teamwork** - working together, **tolerating others** and **valuing** ideas and opinions of others
- **Communication** - clear and respectful, **listening** to others and acknowledging contributions
- **Passion** - the drive, **enjoyment** and **determination** to do well, succeed and never give up
- **resilience** - not being put off when we don't succeed, or things or people don't go our way, not letting things around us deter from our **success**.
- **courage** - keeping a positive attitude when other things get in the way and not allowing our own standards to slip when things are tough
- **Self-awareness** - to **reflect** upon own actions be proud. Think **positively** about self and others, **respecting** yourself and others.



We are also an Outdoor Play and Learning platinum school (OPAL) and promote independence and imagination through our outdoor provision.

### **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 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.

This scheme applies to our

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

## **School Data**

Many pupils start in our school nursery well below national average of similar age children. Many experience difficulty with speech, language and communication skills and this can be particularly low for some children. We conduct baseline assessments within the first 6 weeks of pupil commencement in foundation stage. Attainment at the end of Early Years Foundation Stage (EYFS) is in line with national data despite the below average start points for our pupils. This demonstrates good progress and is due to a bespoke curriculum, designed to meet our pupil needs and consistently good teaching. Our KS1 and KS2 data consistently meets or exceeds national standards for expected levels of attainment.

## **Effectiveness of Leadership and Management**

Leadership and management at New York is strong and consistent with a senior leadership team of 5 staff and 3 middle leaders who ensure that there is;

- Clear and communicated vision and ambition for school
- High standards of induction and ongoing support for new staff.
- High standards and high expectations, with exemplar role models and responsibilities.
- Curriculum intent, implementation and impact through design changes from previous years on a cycle of continuous improvement
- extra curricular opportunities.
- Allocation and impact of funding and planned spending of allocated funding.
- Implementation of standards through monitoring scrutinies, observations and appropriate CPD for staff.

## **Quality of Education**

At New York we offer a strong consistent Quality of Education including:

- Strong integration of 2 Year offer into Early Years provision.
- Embed basic skills T&L across all year groups.
- Implementation of reduced pen marking policy to reduce teacher workload
- Strong subject leads and high profile of non-core subjects.
- Maintain the quality of reading % across EYFS, KS1 and KS2 (EYFS 72% KS1 85%, KS2 89%) (2026 data)
- Continue to reduce the attainment gaps across categories.
- To continue to raise attainment in maths 85% KS1, 87%+ KS2 (2026 data)
- GLD in EYFS in line with national.
- To evaluate current curriculum provision and assessment –whole school ensuring ‘Challenge and Context’ across the curriculum.
- To continue to evaluate behaviour for learning strategies in conjunction with Thrive to promote and ensure the best possible behaviour from pupils whilst supporting mental health.
- To ensure QFT with strong adaptive practice and challenge for all pupils
- To continue to promote and develop competitive sport.
- To continue to improve absence
- To continue to work and design strategies to reduce persistent absenteeism,.
- To continue to work and design strategies to improve punctuality.

## **Outcomes for children and Learners - aims**

1. To raise attainment and increase progress across all pupil groups
1. Diminishing the difference across school -our data analysis shows that there is currently no disadvantaged gap across reading writing and maths in KS2.
2. Staff work life balance and wellbeing.
3. Strengthen Governing body structure/numbers and skill set. Improve profile of governors. We have a strong governing body with an excellent educational, IT and HR skill set that contributes positively to the existing GB strengths.

## **Effectiveness of EYFS - aims**

1. Accommodate additional numbers in EYFS. Continue to grow 2YO and 30 hours – income generation and positive impact upon baseline.
2. Continue to work collaboratively with third parties and other schools to promote school improvement and provide various avenues of support
3. Continue to strengthen curriculum to ensure a consistent approach and high quality.

## **Personal Development Behaviour and Welfare**

1. Consistent High Quality Safeguarding across whole school.
2. Exceptional use of CPOMS to support pupils at early intervention stage

3. Increase opportunity for parents to engage with school activity.
4. Improving the profile of Healthy Living.
5. Improve the role of ECO within school and improve profile and pupil knowledge
6. Implement Allergy Policy with Key named staff responsible
7. Implement Sustainability policy with Key named staff to lead on this

| Characteristic                                                   | Number       | Breakdown                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of pupils (including 30 hours and 2YO)                    | 383          | 46% boys 54% girls                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Number of Teaching Staff                                         | 19           | 15 female 4 male<br>No declared disabled staff                                                                                                                                                                                                                                                                                                                                                                                                |
| Number of Support Staff                                          | 17           | 16 female 1 male<br>No declared disabled staff                                                                                                                                                                                                                                                                                                                                                                                                |
| Number of Governors                                              | 12           | 6 female 2 male<br>One declared governor with a disability                                                                                                                                                                                                                                                                                                                                                                                    |
| Religious Character                                              | -            | Christian                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Attainment on entry                                              | -            | Below average                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| School Stability                                                 | -            | 83.5%                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Pupils Eligibly for FSM                                          | 89           | 38%                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Deprivation Factor (IDM)                                         | 3            | Our school is the 3rd decile IMD and 2nd decile IDACI with 55% of pupils within decile 2 or below.                                                                                                                                                                                                                                                                                                                                            |
| Proportion of pupils from a minority ethnic background           | 16%          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Proportion of pupils who have EHCP                               | 6 children   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Proportion of pupils on SEND register                            | 123 children | 123 children on register as K and EHCP.                                                                                                                                                                                                                                                                                                                                                                                                       |
| Average attendance rate                                          | 95.20%       |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Significant partnerships, community services, extended provision |              | Management roles and student host within Great North Scitt<br>Leads across phases in school for National Centre of Excellence in Teaching Maths.<br>Lecturers for NPQ programmes at various levels<br>Working as part of the Autism in Schools Project.<br>Working with Connect Mental health team to support both children and their families.<br>Oracy project, AMBER heritage and art project, International School Award, Sanctuary Award |

|                                           |  |                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Awards, accreditations, specialist status |  | Outstanding school (Ofsted 2024)<br>IQM Flagship School 2024<br>Eco Schools Green Flag 2025<br>Healthy schools<br>Communication Friendly<br>Football Association charter<br>National Centre for Excellence in Teaching Maths (NCETM)<br>Thrive<br>Heritage school<br>PE - Platinum for School Games<br>Mark award 2026<br>PSQM Flagship School 2026 |
|-------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **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 and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

Our most recent resident's survey shows that almost three-quarters of residents in North Tyneside feel like they belong to their local area which remains unchanged and significantly higher than the National average (62%).

North Tyneside's populations stands approximately 204,473 people. Our 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.

Some key statistics about our current populations:

48% are male and 52% are female.

5% are from BME communities (estimated)

18% are aged under 16.

20% are aged over 64+.

Our main BME communities are Chinese, Indian, Bangladeshi, Black and Pakistani. However we also have residents who have come through to the borough as asylum seekers and economic migrants.

After Christianity, the next most popular religions are Muslim, Sikh and Hindu. These are extremely low however. Many minority religious groups practise their religions in Newcastle, which has sizable communities of the Jewish, Muslim and Hindu faiths.

Income deprivation contributes to enduring and significant health and social care challenges. Data from 2015 Index of Multiple Deprivation shows that income deprivation across the borough is similar to the national average.

North Tyneside's population is getting older and there are more people aged over 85 than ever before (see Appendix B for more details on the demographic make up of the borough). However, needs are driven not just by age. There are estimated to be around 15,000 people over the age of 65 who live alone and are at risk of social isolation or loneliness. The number of people aged over 75 living alone is predicted to rise by 60% by 2035 and is expected to place more pressure on health and social care services. Those who feel isolated are more likely to be the most vulnerable groups in society, specifically:

Workless residents (30% vs 7% overall)

Social tenants (17%)

Those residents with a disability (15%)

Those with self-reported poor health (29%).

The rate of mental illness in North Tyneside within residential or nursing care is significantly higher than England. More than one in 10 of the adult population has a caring responsibility with an estimated one in seven of North Tyneside's over 65 population caring for someone. North Tyneside has also seen an increase in the challenges and complexity of adults with mental health needs based in the community.

Average life expectancy is now 80 years (78 years for men and 82 years for women). Healthy life expectancy at birth for women remains static at 62 years and male healthy life expectancy has increased by one year to the same age.

Whilst both figures are above their respective North-East averages, they remain below national average. A child born today in the most deprived part of the Borough can expect to live on average 11 years less than a child born in the least deprived part (11.7 years and 10.9 years for men and women respectively). Although the gap in life expectancy has remained static for around 10 years, this inequality gap has recently widened. The average of healthy life expectancy in North Tyneside is still below the state pension age for both men and women. It is, however, estimated that the onset of ill health begins around 15 years earlier in our most deprived communities compared to those that are least deprived.

We currently have no borough specific data on sexual orientation, but the national organisation 'Stonewall' estimate that 5-7% of the population are Lesbian, gay or bisexual.

## **Roles and Responsibilities**

**School 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 of the school.
- Ensuring that all staff fulfil their role with regards to delivering quality.
- Providing reports to the governing body and staff on how the scheme is working.
- Taking appropriate action when 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 affect their child directly.

**Staff and pupils** are responsible for

- Engaging with the school in eliminating and discrimination.
- Promoting a positive working environment
- Showing a commitment to undertaking training and development within this area.

**Visitors** to our school are 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 schools 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.

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.

## **New York Primary School**

### **Single Equality and Diversity Policy**

#### **Our Vision for Equality**

We are committed to achieving equality for all who learn and work in New York Primary School. We wish to develop a more fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well-motivated workforce where all colleagues are treated equally and with respect.

Our **Single Equality and Diversity Scheme** will help us to achieve this vision and give us a framework for action across all equality, particularly for the three that have positive duties associated with them: race, disability and gender. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. This scheme demonstrates our commitment to not only comply with the legislation, but also to move towards mainstreaming equality and diversity by bringing together our work into one place, and putting in place a comprehensive quality action plan to ensure our commitments are carried out. This document will also contribute to the school's duty to promote Community Cohesion.

#### **Legal duties**

*This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.*

*KCSiE 2026 and statutory RSE guidance, classify racism and discrimination as safeguarding and includes child on child abuse, misogyny, sexual harassment and gender questioning.*

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

#### **Guiding principles**

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by six principles.

**Principle 1: All learners are of equal value. All teaching and support staff who work in school are of equal value.**

- We see all learners, potential learners and staff as of equal value:
- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.
- Whatever their age.

**Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: we foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

**Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.

- Whichever their gender
- Whatever their age.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and not disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls, boys, women and men.

**Principle 6: Society as a whole should benefit**

We intended that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both men, women, boys and girls.

**Action Plans**

We recognise that the actions resulting from a policy are what make a difference.

Every 3 years we draw up a single Equality and Diversity action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above.

Our Current action plan is set out in Appendix B

Provision in School

Opportunities for addressing equality and cohesion exist within:

- Whole school assemblies
- Collective worship and reflection time
- SEAL/PSHCE
- Circle time
- Other curriculum areas, particularly History, Geography, RE and Literacy
- School systems and structures.

As an example of provision, we:

- Use opportunities, through assemblies and collective worship, to deal with issues of prejudice e.g Show racism the red card.
- Maximise opportunities to celebrate the richness and diversity of different faiths and cultures through our calendar of multi-Faith/Multi-Cultural celebrations (e.g. Chinese New Year, Holi, Eid, Summer Solstice etc).
- Use opportunities through national awareness raising events to encourage reflection on prejudice (e.g remembrance day, Holocaust Memorial Day, Anti Bullying Week).
- Display work from all pupils with achievements in areas of the curriculum and on personal attributes.
- Ensure the materials and contents of the lessons, particularly when using media images; cover a wide diversity of different cultures and people.
- Provide support for children to access the curriculum, including support for EAL pupils and children with SEND.
- Provide opportunities for pupils, parents and staff to have a voice including school council and parents' meetings.

## **Ethos**

We ensure that the principles above apply also to the full range of our policies and practice, including those that are concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development and well-being
- Teaching and learning
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support, both academic and pastoral
- Behaviour for learning
- Working in partnership with parents, carers and the wider community.

## **Addressing prejudice and prejudice –related bullying**

The school is opposed to all form of prejudice including:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

There is guidance in the anti-bullying policy on how prejudice related incidents should be identified, assessed, recorded and addressed.

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.

## **Roles and Responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A member of the governing body has a monitoring role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy ; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any case of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in school.
- Deal with any prejudice related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support pupils in their class for whom English is an additional language.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to pupils and parents.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We respect and reflect in assemblies - bowing our heads and saying a prayer to the God that we worship, if we want to, or we reflect on our PROUD words and school standards.

## **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training opportunities for professional development, both as individuals and as groups or teams.

## **Monitoring and Evaluation**

We collect, analyse and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

- In particular we collect, analyse and use data relating to attendance, attainment and achievement, broken down according to disabilities and special educational needs; ethnicity, language and gender.
- Prejudice related incidents are monitored by the governing body on a termly basis and reported to the Local Authority on an annual basis.
- Pupil perceptions are evaluated through pupil questionnaire and individual and group interviews as part of the school routine monitoring and evaluation protocols.

This policy will be reviewed annually.

## APPENDICES

Appendix A: Summary of legislative requirements

Appendix B: Current action plan

Appendix C: Summary of relevant data about the composition of the school and about achievement data broken down by disability, ethnicity and gender.

## APPENDIX A

*The school should take into account and incorporate the following legal framework when creating an Equality & Diversity Policy*

- *The Race Relations Act 1976 (as amended in 2000)*
- *The Disability Discrimination Act 1995 (as amended in 2005)*
- *The Sex Discrimination Act 1975 (as amended by the Equality Act 2006)*
- *The Equality Act 2006*
- *The Human Rights Act 1998*
- *The Protection from Harassment Act 1997*
- *The Employment Equality (age) regulations 2006*
- *The Employment Equality (Religion or Belief) regulations 2003*
- *The Employment Equality (sexual orientation) regulations 2003*
- *The Rehabilitation of Offenders Act 1974*
- *The Equal Pay Act 1970*
- *The Part Time Workers Regulations 2000*

### *Discrimination*

*The school should recognise that discrimination occurs when someone is treated unfairly or less favourably than another person. There are four ways in which discrimination can occur;*

1. *Direct Discrimination – when someone is treated less favourably than someone else because of their race, gender, disability, religion, belief, sexual orientation, marital status, pregnancy, maternity or trade union activity.*
2. *Indirect Discrimination – when a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim.*
3. *Victimisation – this has a very specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation.*
4. *Harassment – conduct which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident. Harassment can be related to a person's age, race, sex, disability, religion or sexual orientation.*

*The school should also recognise that unlawful discrimination can occur before, during or after the employment relationship. The school should not tolerate any form of discrimination or harassment from employees, students or the public and should work to improve attitudes and actions.*

New York Primary School

Single Equality Action Plan

June 2024 – June 2027

This document details the actions we will take over the next three years to satisfy the requirements of the disability, race and gender equality duties as referred to in the Single Equality Scheme. The other three strands of diversity (age, religion or belief and sexual orientation) are also recognised within this plan.

The action plan is structured around four key diversity objectives:

1. Ownership for everyone
2. Open to everyone
3. Opportunities for everyone
4. Work for everyone

| Action                                                                                                                                                          | Equality<br>(which strands does it impact upon?)                                                                                                                                                                                                                                       | Timescales<br>(When will it be done by) | Responsibility<br>(who will be responsible for it?) | Progress |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------|----------|
| To consult with a range of stakeholders to gather information on the different groups represented.<br>- Stakeholder questionnaire                               | <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender reassignment</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy or maternity</li> <li>• Marriage and civil partnership</li> </ul> | Ongoing                                 | SENCo<br>PSHE Lead<br>Headteacher<br>SLT            |          |
| To raise staff awareness, personal knowledge and skills of the Single Equality and Diversity Scheme and provide any training required in the strands (e.g SEND) | <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender reassignment</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Religion or belief</li> <li>• Age</li> </ul>                                                                             | Ongoing                                 | SENCo<br>PSHE Lead<br>Headteacher<br>SLT            |          |

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                        |                                  |                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------|--|
|                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Pregnancy or maternity</li> <li>• Marriage and civil partnership</li> </ul>                                                                                                                                                                   |                                  |                                          |  |
| To continue to raise children's awareness of the diversity of Britain and the different groups which make up their local area, wider, UK and global community. | <ul style="list-style-type: none"> <li>• Race, religion and beliefs</li> </ul>                                                                                                                                                                                                         | Ongoing                          | SENCo<br>PSHE Lead<br>Headteacher<br>SLT |  |
| To ensure that the school curriculum covers and has impact on the strands of the Single Equality Scheme.                                                       | <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender reassignment</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy or maternity</li> <li>• Marriage and civil partnership</li> </ul> | Ongoing                          | SENCo<br>PSHE Lead<br>Headteacher<br>SLT |  |
| To diminish the difference (attainment and progress) across the different groups within school.                                                                | <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Religion or belief</li> <li>• Age</li> </ul>                                                                                                            | Termly in PP meetings with staff | SENCo<br>PSHE Lead<br>Headteacher<br>SLT |  |
| To raise children's awareness, knowledge and understanding of a range of disabilities.                                                                         | <ul style="list-style-type: none"> <li>• Disability</li> <li>• Neuro-diversity</li> </ul>                                                                                                                                                                                              | Ongoing                          | SENCo<br>PSHE Lead<br>Headteacher<br>SLT |  |
| To ensure that opportunities are provided in school to ensure equal access to all groups within the community.                                                 | <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Gender reassignment</li> <li>• Disability</li> <li>• Sexual orientation</li> <li>• Religion or belief</li> <li>• Age</li> <li>• Pregnancy or maternity</li> <li>• Marriage and civil partnership</li> </ul> | Ongoing                          | SENCo<br>PSHE Lead<br>Headteacher<br>SLT |  |
|                                                                                                                                                                |                                                                                                                                                                                                                                                                                        |                                  |                                          |  |

