



Burradon Community Primary School

Single Equality Scheme Statement



February 2024

Miss Hunter



Burradon Community Primary School
Learning together; growing together

Be curious about the world around you, ask questions and investigate.

Care and respect yourself, other people, our school and the wider world.

Persevere and be resilient - be the best you can.

Stay safe, make sensible choices and do things that make you happy.

At the heart of the community

Single Equality Scheme Statement

Our OFSTED Inspection in March 2022 stated:

- Pupils are happy in school. There are many strong characters and personalities, but the diverse mix results in a marvellous blend where pupils bounce off each other and get along with great humour.
- Pupils think highly of their teachers. They know adults keep them safe in school physically, citing fire drills as an example.
- Pupils also talk about how teachers care for their emotional well-being. They especially liked support from teachers during the periods when schools were only open to some children due to COVID-19 restrictions. Pupils said that lessons were fun, and they could talk to their teachers remotely.
- Older pupils act as 'buddies', helping anyone who is upset, or recognising kindness with a special ticket.
- Behaviour is good. Pupils cannot recall any bullying happening. Any falling out is dealt with by adults in school. Pupils know to shake hands with their classmate and apologise.
- A strong team of staff support each other. Leaders spot anyone who is under undue pressure. Staff use the regular 'Staff Wellbeing Group' to great effect.
- Leaders have made sure that the school is highly inclusive. No pupil misses out on anything the school offers.
- Teachers identify pupils with SEND early. The skilled special educational needs coordinator (SENCo) ensures that these pupils learn alongside their classmates. If necessary, small changes are made for pupils with SEND. These could be how work is recorded, or providing extra equipment if they need it.
- Older pupils speak positively about the opportunities they have to take on extra responsibilities. Two pupils from each class can join the school council, the eco-committee or sports crew.
- Many planned activities widen pupils' experiences. Visits to local areas of interest, such as museums, landmarks and places of worship, are being lined up to restart again soon. Cultural and religious festivals are celebrated in school.
- The safety and well-being of pupils are of the utmost importance to leaders and the whole school community. The staff's training means that they can spot the smallest issue or concern with a pupil.
- Daily morning 'check-ins' that staff do with pupils to report their mood can be telling, and sometimes reveal a niggling worry that could turn out to be more serious.
- Trusting relationships between leaders and parents mean that both feel confident about raising concerns.
- Pupils are proud of their village. They can explain the history of the school and the Burradon mining tragedy with appropriate seriousness.

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 school;
- Place the school in a position, which is regarded by everyone 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.

Who does this scheme apply to?

This equality scheme applies to the following stakeholders:

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors
- Community user groups

Profile of our school

As of February 2024, Burradon Community Primary School has 175 pupils on roll. This comprises of 155 pupils in FS2 – Y6, 12 pupils in FS1 and 8 pupils in our pre-school. The classes are organised into a Foundation Stage Unit (FS1 and FS2) and a further 6 classes across Key Stage One and Two. The average class size (Y1-Y6) is 23 pupils. Non-teaching staff play an important role in supporting teachers and pupils.

The school is set back off the main street in a small village near Cramlington in Northumberland. There is a strong sense of community and the school plays its part in involving the local residents in its achievements and successes. The school's parents / carers are very supportive and are eager to support the teachers so that their children make good progress. The school has strong links with the local community and events are arranged which strengthen the home-school partnership.

The school building was opened in April 2006 replacing the Victorian split site building. The school has 6 main classrooms, an Early Years Foundation Stage Unit, a small hall which hosts our pre-school every morning, a large hall, a 30 place ICT room, a library, a Thrive room, an intervention room as well as an extensive range of sports & leisure facilities.

Attached is a community facility which has shared areas with the school and dedicated areas run by North Tyneside Local Authority. Burradon Community Primary School and North Tyneside Local Authority have clear red line boundaries and an agreement in place linked to access and costs.

The physical accessibility of the site

The school building at Burradon was opened in April 2006. The school is built on one level and all aspects in addressing the needs of disabled pupils were designed into the plan.

The physical environment was developed with particular accessibility features:

- Lighting, signage, colour contrast, the acoustic environment and floor coverings
- Toilet, washing and changing facilities
- The layout of the playground and woodland area

Some key statistics about our current population (February 2024)

Pupils

- 175 pupils on role
- 92 are female and 83 are male
- We have a FSM uptake of 41%
- 8% of our pupils are from an ethnic minority background
- Most children are White British origin
- Most children in the school have no faith.

Pupil information by protected characteristics

Number of pupils on roll	175
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DISABILITY PROFILE	Number of pupils	% of pupils
Yes	0	0%
No	0	0%
Undeclared	175	100%

RACE PROFILE	<u>Number of pupils</u>	<u>% of pupils</u>
Mixed / multiple ethnicity	3	2%
White / White British	162	92%
Asian / Asian British	3	2%
Black / African / Caribbean / Black British	1	1%
Other	6	3%

RELIGION / BELIEF PROFILE	<u>Number of pupils</u>	<u>% of pupils</u>
Christian	28	16%
Buddhist	1	1%
Hindu	1	1%
Muslim	0	0%
Sikh	0	0%
Jewish	0	0%
Other	2	1%
No religion / belief	127	73%
Prefer not to say	0	0%
Undeclared	16	9%

GENDER PROFILE	<u>Number of pupils</u>	<u>% of pupils</u>
Male	83	47%
Female	92	53%

Staff:

- In February 2024 there were 22 members of teaching and support staff. 21 were female and 1 was male.
- 95% of staff who responded to the questionnaire (21 responses) are White British in origin.
- 57% of staff who responded are of Christian denominations, 38% cited no religion and 5% are Muslim.
- 90% of staff who responded to the questionnaire did not consider themselves to have a disability.
- Nearly all staff who responded stated that they were heterosexual.
- Staffing statistics show a wider spread of ages than previously with nearly half the staff in the 45-54 age brackets.

Governors:

- At present, we have 12 Governors (3 male and 9 female)
- All governors who responded to the questionnaire are White British in origin.
- All governors who responded cited they were of Christian denominations.
- The governors who responded did not consider themselves to have a disability.
- Governors who responded stated that they were heterosexual.
- The governor responses indicated a spread of ages across all brackets.

Parents / Carers:

- The vast majority of our parents / carers who responded to the questionnaire were female

- Nearly all of the parents / carers who responded to the questionnaire were White British in origin.
- The vast majority of our parents / carers stated that they were heterosexual.
- The majority of parents / carers who responded to the questionnaire cited no religion. A small minority cited Christian Denominations or other.
- Most of our parents / carers did not consider themselves to have a disability. A small minority indicated that they did consider themselves to be a person with a disability.
- Responses show a spread of ages across our parents/carers. The majority of parents / carers are in the 25-34 or 35-44 or 45-54 age brackets

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 2014, North Tyneside's population was estimated at 202,744 people. 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 2015 Residents' Survey show that 62% 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

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 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.

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 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.

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.

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

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.

School Accessibility Action Plan

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

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.

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.

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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.