Single Equality Scheme and action plan

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Single Equality Scheme Statement

Grasmere Academy is an inclusive school that celebrates and values the differences and diversities within its community. We strongly focus on the well being, safety and happiness of all members and actively promote this at all opportunities. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Ofsted September 2022 states:

"Staff strive relentlessly to find ways to improve pupils' lives, including through the delivery of the carefully planned curriculum. Pupils blossom in their attitudes towards learning and in developing self confidence."

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 regarding 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 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 understand that all learners are of equal value, recognising that diversity is a strength within our community that is celebrated.
- Mutual respect, positive attitudes and relationships are promoted.
- We all belong to a community that works well together to promote positive outcomes for all embracing the Academy's vision of Learn, Flourish, Achieve.

- Equality and diversity applies to all members of our community, adults and children alike. We ensure that all policies and procedures benefit all employees.
- We have high standards and expectations that all children regardless will and can achieve their potential and the Academy strives to fulfil this at every opportunity.

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

Profile of our School

The following tables reflect the context of the school community (15th May 2026):

Pupils

Ethnicity	Total	Percentage
White British	80	88.89%
Other White Background	3	3.33%
Other Mixed background	3	3.33%
Indian	3	3.33%

Albanian	1	1.11%

SEN	Total	Percentage
Number on SEND List	44 (18 SEND Sup, 26 EHCP)	48.89%
LAC	1	1.11%
FSM Ever	47	52%

Children on roll Including Nursery	Total	Percentage
Boys	49	54.4%
Girls	41	45.6%
	90	

Staff

	Total	Percentage
Male	1	1.11%
Female	24	98.89%

Below is the Profile of North Tyneside, which contextualizes the larger area in which your 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.

Please see the link below for further information on the Killingworth area, taken from the 2021 Census.

https://www.citypopulation.de/en/uk/northeastengland/tyne_and_wear/E63000066__killingworth/

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 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.

British Values

Promoting British Vales at Grasmere Academy underpins the curriculum we deliver and the ethos we try to establish within the community.

The Department for Education states that there is a need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British

Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

At Grasmere Academy these values are reinforced regularly and in the following ways:

Democracy: Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their own opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our school council and regular pupil voice. The election of the School Parliament members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law: The importance of laws, whether they are those that govern the class, he school or the country are consistently reinforced. Our school has 'Golden Rules', which are deeply embedded in our work every day. Each class also discusses and sets it own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us. Strong links with the community officers further embed this.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and re advised how to exercise these safely. Examples of this can be seen clearly in our E-Safety and PSHCE Policies and lessons.

Mutual Respect: Respect is one of the core values of our school. We expect impeccable behaviour and at the foundation of this is expecting respect. The pupils know and understand that it is expected and that it is imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

Tolerance of those with Different Faiths and Beliefs: Our core value of respect ensures tolerance of those who have different faiths and beliefs. Grasmere Academy enhances pupils understanding of different faiths and beliefs through Religious Studies, PSHCE work, celebrations such as Diwali, welcoming visitors from other schools that are not predominately white British and enjoying a depth of study during themed weeks. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

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.

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 A.

Grasmere Academy Equality Action Plan (including Accessibility)

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to in the Single Equality Scheme. The action plan is structured around our school's key diversity objectives:

- 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 understand that all learners are of equal value, recognising that diversity is a strength within our community that is celebrated.
- Mutual respect, positive attitudes and relationships are promoted.
- We all belong to a community that works well together to promote positive outcomes for all embracing the Academy's vision of Learn, Flourish, Achieve.
- Equality and diversity applies to all members of our community, adults and children alike. We ensure that all policies and procedures benefit all employees.
- We have high standards and expectations that all children regardless will and can achieve their potential and the Academy strives to fulfil this at every opportunity.
- Children with SEND/FSM are well supported and fully included in the Academy.

Link to Public Sector Equality Duty	Characteristics	Objective	Actions	How will the impact of the action be monitored?	Who is responsible for implementing?	Timeframe
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups	**ALL** **Disability**	To increase staff and pupil knowledge and understanding of equality and diversity issues	Use training opportunities and staff meeting time to review policy and current practices within school, generating next steps in order to raise awareness. Use of assembly time Use within the PHSCE curriculum Publish and promote the updated Single Equality Scheme through the school website, newsletter and staff meetings Annually update published information	Pupil/Parent voice An Equality and Diversity Question to be used Accessibility Plan (when required)	HT/DHT	Summer 2028

Specific Duty - Duty to publish information Accessibility			about the locality and the school profile within the Single Equality Scheme. To ensure a curriculum, resources and classrooms are easily accessible to all			
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups Accessibility	**ALL**	To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.	**Governors**: termly report to governors to ensure context of school is reported on. **Parents**: To ensure children's homework have opportunities for activities around equality and diversity - when appropriate.. **Visitors**: To fully understand, through induction the context and demographics of the school.	Pupil/Parent voice An Equality and Diversity Question to be used	HT/DHT	Summer 2028
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups	**ALL** **Race** **Disability**	To understand that all learners are of equal value, recognising that diversity is a strength within our community that is celebrated.	**Staff:** Through close data analysis ensure that all groups of children make progress and gaps are narrowed. Staff to plan activities and experiences that enable children to appreciate the diversity of families/faith/religion/culture and gain full respect for them. Celebration Assemblies to explicitly promote strengths of community. **Children**: PHSE curriculum to talk about	Gaps narrowed between vulnerable groups – especially FSM and SEND Increased confidence and participation from children in activities.	**HT/DHT** **Staff**	**Ongoing Data Analysis**

			discrimination, tolerance and respect of all.			
General Duty – Foster good relations between different groups Accessibility	**ALL**	Mutual respect, positive attitudes and relationships are promoted.	The use of PHSE materials help to support these themes children to access assemblies and activities in class to support the half termly themes. Through election of School Parliament and house captains and Grasmere Guardians – children to understand the qualities needed for roles and responsibilities. Introduction of Lego therapy. Thrive groups to focus on these aspects to help support children with tolerance and effective decision making	Increased confidence and participation from children in activities Pupil voice analysis to show increase in understanding Behaviour logs to decrease	**All Staff**	**Ongoing** **Termly through QMC** **Ongoing**
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups Accessibility	**ALL**	We all belong to a community that works well together to promote positive outcomes for all embracing the Academy's vision of Learn, Flourish, Achieve.	Staff awareness of school vision raised through CPD blocks. Assembly themes to have focus around the Academy's Ready, Safe, Respectful rules. Actively engage visitors from local community into school to engage with the children. School Parliament to think of projects to involve local community. Ensure good relations between people from different backgrounds – continue to ensure that	Children are effective in their communication about how they succeed and how as a team we can achieve more. Effective partnerships are forged and continue to impact on children's experiences	**All Staff**	**Ongoing**

			displays across school promote and celebrate diversity.			
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups Accessibility	**ALL**	Equality and diversity applies to all members of our community, adults and children alike. We ensure that all policies and procedures benefit all employees.	Continue to follow the advice / services of the LA and draw on the expertise of external partners on adaptation of the curriculum to best support all pupils. Undertake equality impact assessments to identify the impact or effect either positive or negative of our policies and procedures, use as basis for Pupil Voice Update canvassed opinions of school community parents, staff, governors, community users and pupils about equality and diversity in updated questionnaires and pupil voice. Parent Questionnaire.	Where negative impacts are identified, take steps to deal with this.	**HT/DHT**	**Summer 2028**
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of	**ALL**	We have high standards and expectations that all children will and can achieve their potential and the Academy	Ensure that the Curriculum planning promotes role models that students can positively identify with, with reflects the schools diversity in terms of race, gender and disability.	Increased confidence and participation from children in activities All children effectively talk using language of critique and excellence.	**All Staff**	**Ongoing**

opportunity between different groups General Duty – Foster good relations between different groups Accessibility		strives to fulfil this at every opportunity	Establish a culture of excellence in school, through high standards in behaviour, work completed and attitudes towards others.			
General Duty – Eliminate unlawful discrimination, harassment and victimisation. General Duty – Advance equality of opportunity between different groups General Duty – Foster good relations between different groups Accessibility	**SEND** **Disability**	Children with SEND/FSM are well supported and fully included in the Academy.	Further raise the use of Makaton / Communicate in Print as a means of communication / language support with those children who need it. Source CPD opportunities for staff who work directly with these children, but filter this and extend use to a wider group of staff, e.g. Lunchtime staff Ensure parents remain informed about changes in SEND reforms	Annual SEN Questionnaire/ Parent view SEN open afternoons/ Parent training events.	**DHT/Inclusion Lead**	**Summer 2028**