



Equality and Diversity Scheme

January 2021- July 2025

Approved by	Finance Committee
Date	25/2/21
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Date	
Review Date	January 2025

We want to ensure that your needs are met.

**If you would like this document in any other format, please contact
us.**

**Stockbridge Village Primary School
The Withens
Stockbridge Village
L28 1AB**

Telephone: 0151 477 8020

Email: stockbridge@knowsley.gov.uk

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Foreword

Stockbridge Village Primary School welcomes the Public Sector Equality Duty. We have chosen to produce this Single Equality and Diversity Plan document in order to fully demonstrate our commitment to promoting and embedding equality and community cohesion into all of our work.

In the future, we will continue to actively progress our work through the implementation of the actions set out within this document. These actions will be refreshed and revised on an on-going basis.

Our School has shown a commitment to working with the whole school community in the development of our work and actions and we recognise the importance of continuing these relationships to inform our work. Our aim is to become a school seen within Knowsley and beyond as an exemplar of good practice.

The publication of this document is not, therefore, the end of a process but a continuation of ensuring that equality and diversity best practices are central to all our work.

Sue Dunphy
Chair of Governors

Signed:

Andrea Curran Headteacher	Sue Dunphy Chair of Governors
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We Welcome Your Views

This Scheme is updated and monitored on an on-going basis. Additionally, it is reviewed annually and revised every three years. To support this process, we welcome and encourage comments and suggestions. Please forward any feedback you may have to the Chair of Governors at Stockbridge Village Primary School.

Complaints about the Scheme

We aim to be open and accountable and strive to provide an efficient, friendly and helpful service to our stakeholders. You can use our complaints procedure if you are unhappy with any aspect of the School's service. A copy is available from the School Office.

Introduction to the Public Sector Equality Duty

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of **potential** inequality **before** they have the chance to have an impact on people;
- **make changes** to ensure that any areas of potential inequality are eliminated.

The Public Sector Equality Duty is laid out within the Equality Act 2010. It is about ensuring the needs of all are met. The broad purpose of the Duty is to ensure that equality and good relations are issues which are robustly considered in the day-to-day business of schools. If a school does not consider how its actions can or do affect different groups in different ways, it is unlikely that their action will have the intended effect – this, in turn, can contribute to inequality and poor outcomes.

The Public Sector Equality Duty consists of:-

1. A General Equality Duty - (which is set out in section 149 of the Equality Act 2010 and came into force on 5th April 2011, and;
2. Specific Duties - which are imposed by secondary legislation – The Equality Act 2010 (Specific Duties) Regulations 2011 and came into force on 6th April 2012.

Schools are required to publish relevant information demonstrating compliance, and their equality objectives by 6th April 2012.

The General Equality Duty requires public sector organizations (including schools) to consider how they can positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected in the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Equality Duties are not new to schools - The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007.

The Equality Act 2010 has replaced the three separate Duties with a single Public Sector Equality Duty. This single Equality Duty, instead of only covering Race, Disability and Gender, encompasses 9 protected characteristics:-

1. Age
2. Disability
3. Gender Reassignment
4. Pregnancy and Maternity
5. Race
6. Religion or Belief
7. Sex
8. Sexual Orientation
9. Marriage and Civil Partnership

The General Duty

The General Equality Duty is made up of three aims which state that a school must, in the exercise of its functions, have due regard to the need to:-

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**
2. **Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;** this means:-
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

3. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-

- tackling prejudice.
- promoting understanding.

The Specific Duties

The Specific Duties state that schools must carry out a number of actions as follows:

1. Publish information to demonstrate its compliance with the **General Equality Duty** (not later than 6th April 2012); and subsequently publish this information annually. The information a school publishes must include, in particular, information relating to persons who share a relevant protected characteristic who are its employees and other persons affected by its policies and practices.
2. Prepare and publish one or more specific and measurable objectives it thinks it should achieve to meet the General Equality Duty. A school must publish these objectives by 6th April 2012; and subsequently publish this information at intervals of not greater than four years.
3. Publish the above information in such a manner that it is accessible to the public and may do this by publishing the information within another published document.

In practice, the Duty means that all schools must do the following:

Key Activity to be Delivered	Key Components of the Activity
<p>Schools should develop their equality objectives ensuring they are specific, measurable and outcome-focussed. These are the developments/improvements that the school aims to achieve and the steps they intend to take to achieve them.</p>	<p>Schools will need to:</p> <ul style="list-style-type: none">• Take a view on which of their functions are most relevant to the Equality Duty.• Identify areas where the most impact can be made on equality.• Gather evidence with regard to equality.• Consult and involve representatives from protected groups in identifying priorities. <p>As a result of this schools will have:</p> <ul style="list-style-type: none">• Developed equality objectives;• Clear information concerning the steps they intend to take to achieve the objectives (i.e. the actions that will be taken to achieve the objectives);• Made reference to the requirements of the Equality Duty and existing local, regional and national priorities.

Key Activity to be Delivered	Key Components of the Activity
<p>Schools should engage with a full range of interested parties concerning their work to fulfill the Equality Duty when setting equality objectives, developing action plans and reviewing progress. This is to ensure that objectives and actions are focused, relevant and successful in achieving the maximum impact and benefit for all.</p>	<p>School will need to:</p> <ul style="list-style-type: none"> • Take reasonable steps to consult and involve employees, pupils and others who have an interest in how they carry out their functions (or where appropriate their representatives). • As the Equality Duty is implemented in future years, the objective-setting process will also include a review of previous objectives and progress against them. • Schools should take a proportionate and common-sense approach on whom they consult and on what. This may include working collaboratively in consultation arrangements.
<p>Schools should assess and analyse their policies and practices to ensure all that they further the aims of the General Duty.</p>	<p>Schools will need to:</p> <ul style="list-style-type: none"> • Take into account evidence of the impact on equality when proposing or consulting on a policy or initiative. • Ensure that evidence of the likely impact on equality affects the way in which policies and services are designed, delivered and reviewed. • This means conducting effective, proportionate Equality Impact Assessment (EqIA).
<p>Schools should monitor the composition of their workforce on an annual basis. The results of this monitoring should be analysed and interpreted so that it can be used to identify actions that can be taken to advance equality and good relations.</p>	<p>Schools must publish:-</p> <p>Information on the effect that policies and practices have had on employees from the protected groups:</p> <ul style="list-style-type: none"> • Analysis of employment policies and practices that has been undertaken, setting out how they further the aims of the duty. • Any information used in that analysis. • Details of any engagement with interested parties on workforce equality when the analysis was undertaken. • Consider the appropriateness of publishing: • the race, disability, gender, age breakdown and distribution of your workforce. • indication of likely representation on sexual orientation and religion or belief provided that no individuals can be identified as a result.

Key Activity to be Delivered	Key Components of the Activity
	<ul style="list-style-type: none"> • an indication of any issues for transsexual staff, based on our engagement with transsexual staff or voluntary groups. • pay gap information for gender and other protected groups. • success rates of job applicants. • take-up of training opportunities. • applications for promotion and success rates. • applications for flexible working and success rates. • return-to-work rates after maternity leave. • grievance and dismissal. • other reasons for termination like redundancy and retirement. • length of service/time on pay grade. <p><i>Note:- The publication of this information applies only where a school has 150 employees or more. Where a school has fewer than 150 employees, they do not have a duty to publish this information.</i></p>
<p>Schools should monitor the composition of pupils and their experiences of the schools' services on an annual basis. The results of this monitoring should be analysed and interpreted so that it can be used to identify actions that can be taken to advance equality and good relations.</p>	<p>Schools must publish:-</p> <ul style="list-style-type: none"> • Analysis of policies and practices that has been undertaken, setting out how they further the aims of the Duty. • Any information used in that analysis. • Details of any engagement with interested parties on equality when the analysis was undertaken. • Performance information relating to functions, especially around outcomes: <ul style="list-style-type: none"> - achievement rates - access to services. - satisfaction with services. - complaints with an indication of reasons for complaints. <p>(all broken down by protected group).</p> <p>Outcomes of analysis should feed into equality objectives and actions in order to ensure implementation of improvement/development activity.</p>

Key Activity to be Delivered	Key Components of the Activity
<p>Schools should publish information concerning their equalities work and progress annually; either as an individual document or as part of another report.</p>	<p>Schools will need to:</p> <ul style="list-style-type: none"> • Make public their equality objectives and the actions that will be taken to achieve the objectives. • Publish an annual report on progress made against the equality objectives set. • Fully review the equality objectives at least every four years to enable them to be updated to reflect progress and changing circumstances. This will include consulting and involving people in conducting this review. • Publish workforce data (where 150 staff members or more are employed) and the composition of pupils and their experiences of the schools' services. • Publish the Equality Impact Assessment progress made.

What is Equality, Diversity?

Equality and diversity impact on all stakeholders (in our instance this means, amongst others pupils, parents, staff, local authority, governors and the wider community). Simply put, equality and diversity is about 'healthy relationships with people'. Without this, schools (and organisations, businesses etc.) would be unable to function.

Equality is not simply about compliance with the law, nor is it about 'treating people the same'. Equality is the desire to underpin human relationships with values that develop and engage human potential, unrestricted by limitation of presumption and stereotypes.

Diversity is concerned with all the ways in which people differ, for example, through different styles of working, thinking and communicating with others arising from differences in age, social background, gender etc. Essentially, diversity in organisations is the source of creative energy that can deliver sustained organisational improvements.

Equality and Diversity are both essential relationship qualities that drive the continuous pursuit of sustainable improvement, success and excellence.

The pursuit of equality and diversity is a journey, not a destination. This means it is something that we have moral and legal obligations, and indeed, obligations surrounding quality, to continuously strive towards. We will implement the No Outsiders programme as part of our Relationships and Health Education curriculum to ensure we promote and strengthen equality and diversity at SVP.

Equality and diversity, in essence, is the pursuit of sustainable excellence through healthy relationships with people. It is a worthwhile journey.

As explained previously, community cohesion means working towards a society in which there is a common vision and sense of belonging and where life opportunities are available to all. For schools, the term 'community' has a number of dimensions including:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- the UK community - all schools are by definition part of this community; and
- the global community – formed by international links.

In addition, schools themselves create communities – for example, the networks formed by similar or different types of schools, by schools that are part of the specialist schools network, or by schools that work collaboratively in clusters or in other models of partnership.

Schools build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within a school. But alongside this focus on inequalities and a strong respect for diversity, they also have a role in promoting shared values and encouraging their pupils to actively engage with others to understand what they all hold in common.

Key Evidence of Inequality

The following pages show some of the outcomes of extensive research that have been undertaken and which will inform our action plan for equality. The information provides a 'national picture' and we intend to use this information to guide our future actions and also to assist us in defining specific equality objectives for SVP.

Race Equality

Despite years of legislation covering race equality (e.g. Race Relations Act 1976), there is much evidence of racial inequality in British society. Here are some key points to highlight:-

- Indian and Chinese pupils are more likely to achieve the expected level compared with other ethnic groups at all Key Stages.
- On average, Black, Bangladeshi and Pakistani pupils perform less well than White pupils throughout compulsory schooling.

- Many children from minority ethnic groups are from lower socio-economic groups: over 30 percent of Pakistani and Black pupils are eligible for free school meals and over 50 percent of Bangladeshi, Gypsy/Roma and pupils of Travellers of Irish heritage are eligible for free school meals. While socio-economic factors explain a large part of inequality of attainment, there are still differences in attainment between ethnic groups amongst those pupils who are eligible for free school meals.
- Pupils for whom English is an additional language (EAL) perform, on average, less well than pupils whose first language is English. However, EAL pupils generally make better progress between Key Stages. Nonetheless, performance of EAL pupils varies by ethnic group, with Bangladeshi and Pakistani pupils doing less well than other groups, regardless of EAL status.
- Proportionately more Black, Pakistani and Bangladeshi pupils are recorded as having special educational needs compared to White, Chinese and Indian pupils.
- Black Caribbean pupils are around three times more likely than white pupils to be permanently excluded from school. There are proportionately more Black Caribbean and “Black Other” pupils in pupil referral units compared with the proportion of these groups in mainstream schools.
- Schools which successfully help minority ethnic children have strong leadership and strong systems, a culture of achievement with high expectations and intensive support for pupils and close links with parents.
- Black (82%) and Asian (85%) people are more likely to stay on in full-time education at age 16 than White young people (69%). Black Africans of working age are the most likely to be currently studying for a qualification (44% compared to 17% of White people and 24% of Indian people).
- Bangladeshi (44%) and Pakistani (32%) adults are the most likely to have no qualifications.
- The greater proportion of minority ethnic young people in post-16 education is mirrored by the smaller proportion following work-based routes (i.e. a job or government supported training). Only four percent of minority ethnic young people report following a work-based route at age 16/17.
- The representation of minority ethnic students in Higher Education has increased in recent years from 12 percent in 1996/97 to 13 percent in 2000/01.
- Minority ethnic students comprise an estimated 15 percent of all undergraduates in Higher Education Institutions, the Open University and Further Education Colleges.
- Minority ethnic students are more likely to enter Higher Education (HE) with GNVQs or BTEC qualifications than other students. Black Caribbean students are also more likely to enter with Access qualifications.

- Minority ethnic students are concentrated in a relatively small number of institutions, mainly the modern (i.e.post-1992) universities in London and other big cities.
- While minority ethnic groups are more likely to hold degree level qualifications compared to white people, class of degree varies, with minority ethnic groups less likely to obtain a first or upper second class degree.
- Pakistani and Bangladeshi adults are much less likely than other ethnic groups to be participating in adult learning; by contrast, people of Black Caribbean, Black African and Mixed ethnic heritage have high rates of participation.
- Bangladeshi and Black Caribbean adults are less likely than other ethnic groups to participate in job-related training and education.
- 7% of trainee teachers are from minority ethnic groups
- 7% of staff in further education colleges are from minority ethnic groups, mainly of Black heritage.
- There are very small numbers of minority ethnic staff at higher grades in Higher Education Institutions.
- 8.1% of the population of Great Britain are from a non-white ethnic group
- People from the ethnic group 'Indian' have the highest proportion of people with a degree level or equivalent qualification
- Compared to White British people, the unemployment rate among people from ethnic minorities is 2.28 times higher.
- 24% of white employers and managers in Great Britain report themselves as fairly or very racially prejudiced

Disability Equality

Despite years of legislation covering disability equality (e.g. Disability Discrimination Act 1944, Disability Discrimination Act 1995), there is much evidence of disability inequality in British society. Here are some key points to highlight:-

- Around 20% of the population of Great Britain is disabled
- 5% of disabled people in the UK are wheelchair users
- 1 in 3 people believe that wheelchair users are less intelligent

- A disabled person with a degree is less likely to have a job than a non-disabled person with no qualifications
- Unemployment for disabled people, compared with unemployment in the general population is over 100% higher.
- Only 17% of disabled people are born disabled - the level of disability increases with age; for example, some 10% of those aged 16 – 24 years have a current long-term disability compared with 34% of those aged 50 to state pension age.
- There are over 6.8 million disabled people of working age in Great Britain which indicates that disabled people make up at least 21% of the working age population in the UK.
- 81% of people without a disability in Great Britain are in employment, compared to 49% of disabled people.
- Overall, disabled people are nearly five times as likely as non-disabled people to be out of work and overall, disabled people are twice as likely as non-disabled people to have no qualifications.
- Disabled 16 year olds are twice as likely to be out of education or work as their non-disabled peers and a non-disabled person with no qualifications is more likely to have a job than a disabled person with a degree.
- Employment rates vary greatly between types of disability; they are lowest for people with mental illness and learning disabilities. Currently, 80% of people with mental health problems are unemployed, with 3 out of 5 employers readily admitting that they would not employ someone with a history of mental illness.
- Projections show that by 2020 the percentage of people with long-term health conditions will increase across the general population and the World Trade Organisation predicts that depression will be the leading cause of disability by 2020.
- The disabled population in Britain has a spending power of £80bn, and yet 70% of disabled people with mobility and sensory impairments have difficulty accessing goods and services.
- 21% of disabled people aged 16-24 have no qualifications whatsoever, compared to 9% of non-disabled people of the same age - an 11% gap.
- The Labour Force Survey in 2000/01 found one in twenty disabled people were at a college of further or higher education or university, compared to one in ten of the rest of the population. Although the number of disabled pupils participating in higher education has since increased year on year – the gap has continued to widen as participation by non-disabled people has grown much more rapidly over the same period.
- Disabled 16 year olds are twice as likely to be out of work, education or training as their non-disabled peers (15% compared to 7%)

- 55% of families with a disabled child are living at or on the margins of poverty. 29% of people with a disabled child in the household live in poverty, compared with 21% of households with no disabled children.
- Over a third (38%) of children questioned in a Disability Rights Commission survey said they'd been bullied, with 1 in 20 saying they'd been bullied by teachers
- 74% of disabled young people interviewed in a survey said they did not feel they were 'active citizens' in their local communities and felt the Government had a limited awareness of their needs and rarely listened to their views
- Data for 2001/02 showed that children with SEN were thirteen times more likely to be permanently excluded than those without SEN.
- Overall, disabled people are more likely to leave school at an earlier age than non-disabled people. Over three-quarters (76%) leave between the ages of 14 and 16 (23% leave school at the age of 14, 31% leave at 15 and 23% at 16). This compares with 55% of non disabled people leaving school between the ages of 14 and 16 (7% leave at the age of 14, 15% at 15 and 33 at 16). Non-disabled people are twice as likely to carry on studying full-time education to the age of 20 or older than disabled people (17% compared with 8% respectively)
- 14% of people with depression or mental illness left full-time education between the ages of 20 and 24, twice the proportion for all disabled people (seven per cent)

Gender Equality

Despite years of legislation covering sex equality (Sex Discrimination Act 1975) and equal pay (Equal Pay Act 1970), there is much evidence of gender inequality in British society. Here are some key points to highlight:-

- Overall in Great Britain, women's average hourly earnings are 80% of men's
- 24% of senior management in the UK are women
- 55% of women with children under five are in employment
- On average, women working full-time in primary and nursery schools earn 12.2% less than their male colleagues and women working in secondary schools earn 10.6% less. Women working part-time in secondary education earn 3.4% less per hour than their full-time male counterparts and women working in primary and nursery education earn 3.9% less.
- Between 1997 and 2005 there has been a 97% increase in the number of support staff, many of whom are in part-time or part-year roles.

- Currently just 15.7% of primary school teachers in England are men and almost half of primary age children do not have any contact with male teachers. 83% of parents would like to see more men in primary teaching.
- Women make up 30% of secondary head teachers and 64.6% of primary head teachers. Primary teaching exhibits the highest levels of gender segregation with under 20% of teachers being male.
- An NUT survey found that black and ethnic minority women in particular tend to be under-represented in senior management positions.
- Research suggests that family responsibilities are turning many female teachers off applying for promotion. 26% of women compared with 6% of men say that factors in their private lives, such as childcare or caring for adult relatives, have limited their career development
- Around 45% of pregnant women experience disadvantageous treatment at work (such as being threatened with dismissal or actually dismissed, denied pay rises or opportunities for promotion or training).
- Boys are generally not achieving the same attainment level as girls, with 52% of boys and 62% of girls in the UK gaining five high grade GCSEs or equivalent by age 16 in 2004/05. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys are doing very badly.
- Girls aged 7-11 are less than half as likely to take part in physical education and sport compared to boys. By the age of 18, 40% of girls have dropped out of sport and physical recreation.
- Research by the Universities of Warwick, Bristol, Durham and North London found that over 75% of 11-12 year old boys thought it was acceptable that women get hit if they make men angry, and more boys than girls of all ages believed that some women deserved to be hit.
- Nearly one in five primary teachers and two-thirds of secondary teachers have been subjected to sexually abusive language by pupils. Nearly 75% of secondary teachers and 30% of primary teachers have encountered such language being used by pupils against each other.
- Only about half of serious incidents are reported. This is often because teachers dealt with the situation immediately but largely because institutional support was seen as unsatisfactory. Senior management often do not take the issue seriously and sexist and homophobic language is institutionally tolerated. Young people are not provided with the language and labels to define sexual bullying or the processes to report it in schools.
- Sexual bullying impacts on both genders, for example, boys are also victims of girls and other boys.

- There is a strong link between low educational attainment and teenage pregnancy. Disengagement from education and low attendance is also linked to teen pregnancy. A survey of teenage mothers showed that disengagement from education often occurred prior to pregnancy, with less than half attending school regularly at the time of conception. Nearly 40% of teenage mothers leave school with no qualifications.
- Currently, work experience placements for boys and girls reflect the traditional gender segregation of the labour market, with very few young people having any exposure to experiences which might widen their career mind-set. Decisions on placements are often made by teachers on the basis that the type of work is less important than the experience of being in a work situation. Equal Opportunities Commission research has found that many young people are greatly influenced in their subsequent career choice by the type of employment in which they have been placed for work experience. This signals the importance of providing a wider range of experiences to girls and boys.
- Equal Opportunities Commission research into gender segregation in training and work, found that a high proportion of girls and boys are interested in non-traditional work experience and job choices - 80% of girls and 55% of boys said they would or might be interested in a non-traditional job, and 76% of girls and 59% of boys wanted to try non-traditional work before making their job choices.
- Equal Opportunities Commission research found that the majority of people believe that their careers advice was based on their gender and highlighted the extent to which careers advice and guidance often continues to perpetuate stereotyped and traditional choices.
- Clear gender differences exist within the core themes of the National Healthy Schools Programme, and addressing these differences will help schools demonstrate action towards the themes. Different patterns of exercise, food and alcohol consumption and different attitudes to risk affect boys and girls, and will determine their response to health initiatives.
- Boys are more at risk of suicide than girls, with some evidence that homophobic bullying plays a large part in this. Girls are, however, more prone to depression and self-harm. Effective school policies that aim to address issues of emotional and mental health in the classroom and through pastoral care will recognise and respond to these gender differences.
- The *14-19 Education and Skills Implementation Plan* included two proposals to reduce gender stereotyping in choice of career paths. It emphasised the importance of high quality IAG in ensuring that “all options are seen as real choices for young people”. It announced plans to introduce IAG in schools from Year 7 by Spring 2008 on the grounds that by the age of 14, “many young people already display entrenched attitudes about gender roles and occupations, so early intervention is needed”.

- Violence against women does not happen only to older people. Young women are experiencing high levels of violence, including being hit by their boyfriends. The End Violence Against Women Coalition has reported that 42% of young people know a young woman who has been hit by her boyfriend, yet 59% felt that they lacked the information and support to deal with this. One in five young men and one in ten young women think that abuse or violence against women is acceptable.

Note:- We also understand that an individual may experience barriers and discrimination because of race, faith, age, etc. It is essential to ensure that any actions we take to address the inequalities outlined in the evidence above take account of this.

As a key objective, we will seek to collect, analyse and share data that is specific to us.