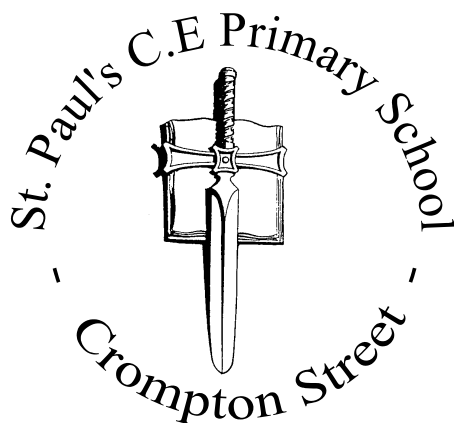


# St Paul's Equality Scheme Policy 2022-2025



<b>Approved by:</b>	Governors	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	26/09/2024	
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### 1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme for *St Paul's CE Primary School, Crompton Street*. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

## **2. Introduction**

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

## **3. School Values, Ethos/Mission Statement**

Our aims and values underpin everything we do:

At St Paul's we aim to provide an environment where:

- We are one family with church, home, school and community
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Confidence, creativity and independence are encouraged and developed.
- Everyone can succeed at something, at some level and reach their individual potential.
- Everyone can explore and reflect on their own faith.
- Everyone is special, unique and valued.
- Effort and achievement are celebrated
- Everyone has belief in themselves and trust in each other.

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<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

- Skills and support for becoming ready for the ever-changing life in Britain today, are developed.
- A love of learning without limits is fostered.

All of these being achieved through our school being underpinned by:

Spiritual, moral, social and cultural understanding and experiences, respect of our British values and through our core Christian values of:

*Creation, Peace, Friendship, Compassion, Thankfulness and Forgiveness.*

### **Mission Statement**

*We belong, we learn, we believe, we achieve.*

A committed team of teachers and support staff with a wide range of expertise and skills work closely together to ensure the needs of all children are met; we work closely with parents and liaise with outside agencies as appropriate to support the needs of our more vulnerable children.

We have:

- Held assemblies related to disabilities
- A **comprehensive, whole-school approach** to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools work in school
- A robust PHSE Curriculum
- Anti-Bullying week.
- Work with other agencies
- Provide aids for pupils with disabilities, as examples

See Inclusion Policy

See Safeguarding Policy

See Child Protection Policy

## **4. School Profile**

St Paul's is an average sized school serving the urban area of Walkden. It is situated in an area with a mixture of rented and private housing. The vast majority of the children are White British. The proportion of children with special educational needs is above national average and of those entitled to extra funding through the Pupil Premium are below the national average.

St Paul's is a one form entry Voluntary Aided Primary School with an admission number of 30 (26 in Nursery). There are currently 230\* children on roll, aged between 3 and 11.

St Paul's is a caring school, providing a safe and stimulating environment within a Church of England Christian setting. The school has a mission statement and clear aims, with 6 core Christian values (Thankfulness, Creation, Peace, Compassion, Friendship and Forgiveness) which underpin all aspects of school life. Attainment at EYFS, KS1 and KS2 is above the national average. Achievements include the Sports mark Gold Award and Healthy Schools status, Rights and Respecting Silver Award.

St Paul's serves a widespread community, from a variety of socio-economic backgrounds, but with an increasing percentage of the children coming from local authority housing and private rented housing within the Walkden area. This is further supported by the growing number of children eligible for Free School Meals. Currently we have 18%\* of children

\*Data will vary year to year.

eligible for free school meals which is below national average. The vast majority of the school population is White British, with 10% of children coming from ethnic minority backgrounds, of Chinese, Asian, eastern European and black Caribbean heritage. 6%\* of pupils have English as an additional language. Family make ups are varied with children from married families, one parent families, single sex families with children adopted from care and living with grandparents. The mobility of the school population is relatively stable. Numbers of boys and girls are consistent and there is no significant difference across school between the overall attainment of boys and girls. There are currently 27\* children on our register for Special Educational Needs, which, at 12%\* is lower than local and national figures. Four children have a statement of educational needs and 23\* children are SEN Support. Children's emotional health and well-being is fundamental to achievement and aspiration, therefore our nurturing provision and consistent approach to behaviour management ensures that this is supported in school. Although children enter school in Nursery and Reception below expected levels, they make better than expected progress and are in line or above at the end of EYFS, children are now making better than expected progress through Reception, Year 1 and 2, and achieve in line or above national results at the end of Key Stage 2. Attendance is high across school with exclusion rates zero for all groups of pupils currently in school.

(The above information has fluctuated due to the effects of COVID-19, attendance had been lower than normal due to COVID related absences at 93.4%\* in 2022. Due to school closures, attainment across school has been impacted, however this will be a national picture. As statutory assessments took place in 2022 and the school is at or above NA in most areas.)

Careful and rigorous tracking of pupil progress indicates that children from disadvantaged and vulnerable groups do less well than non-disadvantaged, work is being done to close this gap. The active and informed governing body provide support and challenge for all aspects of school life through regular meetings with link staff and committees which meet termly in addition to the full GB meetings. School is a strategic partner of the WEB cluster which consists of 10 other Salford primary schools. These provide opportunities for staff, governors and children to work together, sharing good practice and supporting one another.

As a church of England school, the admissions criteria incorporate attendance at a Christian Church or religious establishment. Pupils in school have a range of religions which include Muslim, Hindu, Christian and no religion.

## **5. Equalities Objectives**

Having outlined our school's current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified these objectives based on tracking data and the school profile.

Our Equality Objectives, as agreed with our Governing Board are:

## Gender

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing
Gender	Monitor children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing
Gender	Monitor and analyse staff profile and act on any trends or patterns	Report to Governing Body Pupil progress meetings	Designated member of staff Governing Body	ongoing

## Looked after Children

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse LAC's attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Pupil progress meetings	Designated member of staff Governing Body	Ongoing
Looked after children	Monitor and analyse LAC's take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to HT	Designated member of staff Governing Body	Ongoing
Looked after children	Monitor and analyse LAC's behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Looked after children	Monitor and analyse LAC's attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing

## Special Educational Needs

Equality	Action	How will the	Who is	What are the
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\*Data will vary year to year.

Strand		impact of the action be monitored	responsible for implementing?	timescales?
Special Educational Needs	Monitor and analyse children's attainment and progress by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	Ongoing
Special Educational Needs	Monitor and analyse children's attendance by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENCO Governing Body	Ongoing
Special Educational Needs	Monitor and analyse children's behaviour by SEN and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	SENDCO Governing Body	Ongoing

## Disability

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Disability	Through a questionnaire, ascertain which members of our school community may be included in the 2010 Equality Act definition of disability	Disability to be recorded on SIMs	SBM/HT/ DHT/SENDCO	Ongoing
Disability	Through a questionnaire collect views of reasonable adjustments required for pupils with a disability, their parent and other stake holders.	Report to Governing Body	SBM/HT/ DHT/SENDCO	Ongoing
Disability	Monitor and analyse children's attainment and progress by disability and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Disability	Monitor and analyse children's take up of activities by disability and act on any trends or patterns in the data that requires additional	Report to Governing Body	Designated member of staff Governing Body	Ongoing

\*Data will vary year to year.

	support for pupils			
Disability	To increase awareness of disabilities within school, promote a positive attitude towards them and eliminate discrimination and harassment.	Report to Governing Body	All staff through PHSE, assemblies	Ongoing
Disability	Monitor and analyse staff profile with regards to disability and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Disability	Design a Personal Emergency Plan and/or Risk Assessment to ensure disabled staff/children are able to evacuate the building safely in case of an emergency	Report to Governing Body	SBM/HT/ DHT/SENDCO	Ongoing
Disability	Evaluating the impact of reasonable adjustments on children with a disability and report annually to governors	Have discussed with child/teacher/parents the impact of any reasonable adjustment on children with disability,	SBM/HT/ DHT/SENDCO	Ongoing

## Race

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race	Monitor and analyse racist incidents occurring within school.	Report to Governing Body and LA	DSLs	Ongoing
Race	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Race	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Race	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Designated member of staff Governing Body	Ongoing
Race	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body	Designated member of staff Governing Body	Ongoing

\*Data will vary year to year.



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## Sexual Orientation

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Sexual Orientation	Challenging stereotypes and disrespect of people's characteristics. New recording system in place with CPOMs	Report to Governing Body and LA	DSLs	Ongoing
Sexual Orientation	Provide greater opportunities for children to appreciate diversity with SMSC, assemblies and PHSE curriculum focused on different family make ups and diversity.	Report to Governing Body and LA	All staff through PHSE, assemblies	Ongoing

## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Objective	Action/Task	Resources	Timescale
For School Council members to be involved.	School Council meetings to include issues relating to Disability.	School council	On going
As policies are reviewed ensure impact assessment is considered to ensure Protected Characteristics are eliminated	Follow rolling programme	SLT/Gov Body time	On going
Ensure access for all to the curriculum	Discuss curriculum approaches and provision with stake holders	All Stakeholders	Ongoing
Ensure access for all to the physical environment.	Review physical environment through risk assessments and discussion	Governors	Ongoing

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## 7. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;

- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Report to Governing Body on Community Cohesion activities	Governing Body minutes	HT	Ongoing
Community cohesion	Foster links with other countries as part of the Eco schools programme and develop a deeper awareness of local and national and global dimensions through the curriculum	Eco schools team minutes and Green Flag	Eco schools team	Ongoing
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg: Mosque, Church, Diwali, Eid, Christmas	Newsletters HT report to Governing Body	All staff	Ongoing

## 8. Human Rights

Our school integrates human rights values and principles into key areas of school life. Our work with children is informed by UNICEF's Rights and Respecting Program. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- *An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation*
- *A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them*
- *Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies*
- *Student involvement in debates about change through school council, assemblies, collective worship, class discussions and pupil interviews*
- *An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity*
- *Rich learning experiences about human rights inside and outside of the classroom*

## 9. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement process:

- *full Governing Board discussions/consultation,*
- *discussions/consultation with school council*

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## **10. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **11. Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Board, Headteacher and Senior Leadership Team have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- encourage staff to give their individual equalities information in monitoring forms annually
- through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- evaluate and review this scheme on a termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- 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

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

## **12. Annual Report and Review**

Each year the school will provide feedback to the full governing body outlining its progress on the action plan, equality information and accessibility plan. It will be an opportunity for the school to showcase its good practice.

### **13. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

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