



EQUALITY SCHEME

2017 -2020

Contents Page

1. Foreword
2. Introduction
3. School Values, Ethos/Mission Statement
4. School Profile
5. Equalities Objectives
6. Accessibility Action Plan
7. Community Impact Assessments
8. Human Rights
9. Community Cohesion
10. Engagement and Involvement
11. Procurement and Commissioning
12. Roles and responsibilities for implementing the Single Equality Scheme
13. Annual Report and Review
14. Feedback and Complaints

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 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 first / revised single Equalities Scheme for *(insert school name)*. 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.

Signed by Headteacher

Name Signed..... Date.....

Signed by Chair of Governors

Name Signed..... Date.....

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 characteristics¹ - between people who share a protected characteristic and people who do not share it.

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

¹ 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.

3. School Values, Ethos/Mission Statement

Our Vision

At Brentnall Community Primary School we aim to **prepare** children for their future life. We want our children to **develop a range of skills** allowing them to become **resilient, reflective, respectful and resourceful lifelong learners**. We aim for our children to be **captivated by a love for learning**, working both **independently** and **collaboratively**, in order to **achieve** and **succeed** to their **full potential**.

Our Values

In order to help us to achieve our vision, we follow 3 key values:

We learn,
We respect,
We succeed!

Our Ethos

Our community is worldwide; we celebrate diversity through the wide range of cultural, religious and ethnic backgrounds of our families.

We believe that our school is a unique environment where every child enjoys learning and reaches their full potential.

We aim to be a vibrant, happy community that enables children to grow: in confidence, in knowledge and in experiences that empower them to become successful citizens of the future.

We continuously encourage children to take risks, be resilient and to achieve.

4. School Profile

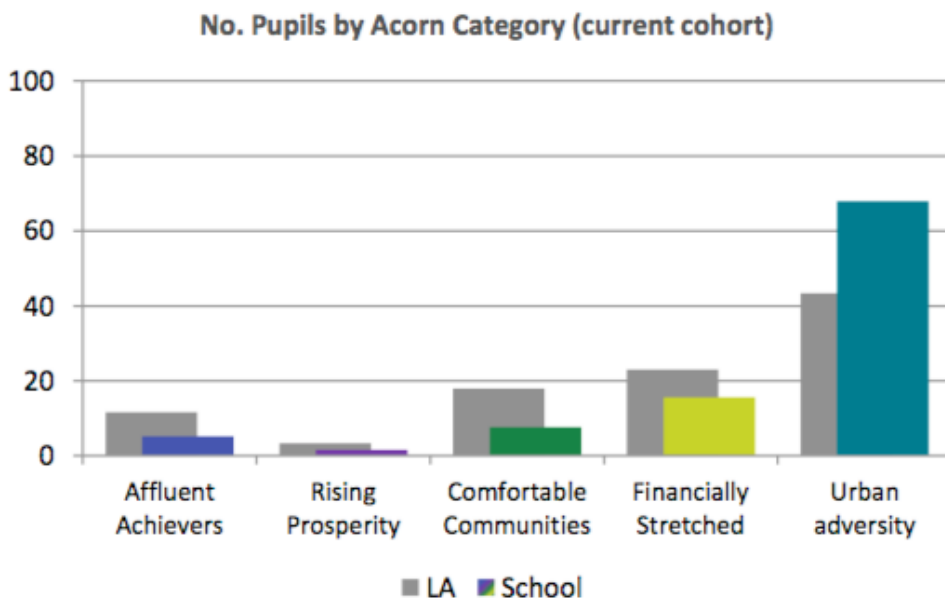
Everyone in our school belongs to and is a part of our happy and caring 'school community'.

Successful education is all about working together and we welcome parental and community involvement in every aspect of what we do. There is always a welcome at school for every parent to share in all aspects of your child's development.

At Brentnall we value every child and encourage them all to develop socially, emotionally, academically and physically to achieve his / her full potential in every aspect of their school life. We aim for all of the children to leave Brentnall as life- long learners who have academic skills and emotional resilience to take on any challenge that 21st Century life offers them. Your school days are meant to be the best days of your life and we strive to make this a reality for the children who come to our school.

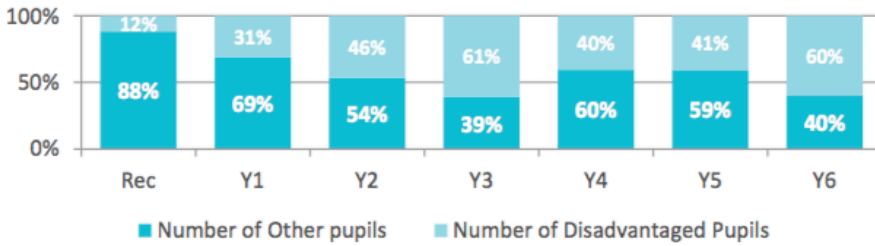
We have 3 core values at Brentnall. They are; We learn, we respect and we succeed. These values underpin all aspects of school life.

ACORN is an alternative way of examining the profile of a school's intake. ACORN is a commercial dataset produced by CACI Ltd. The data is available for all children at postcode level and allocates children to one of either five ACORN Categories (dependent upon where the child lives as per the School Census). The dataset itself is built using commercially available data (such as loyalty card information, spending patterns and credit data). In 2016 CACI changed the group names however the historic data has been incorporated into these new titles.



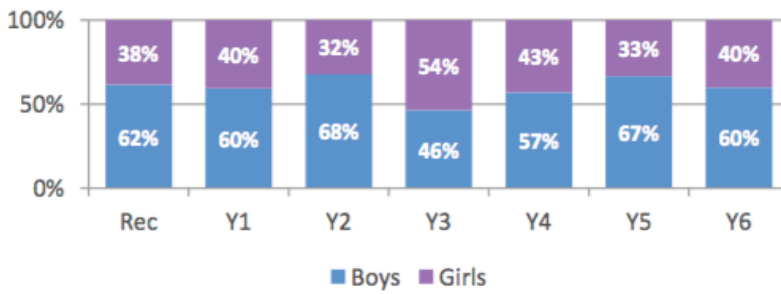
In order to meet our equality objectives, it's important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

No. of Disadvantaged pupils compared with total number on roll by NC year

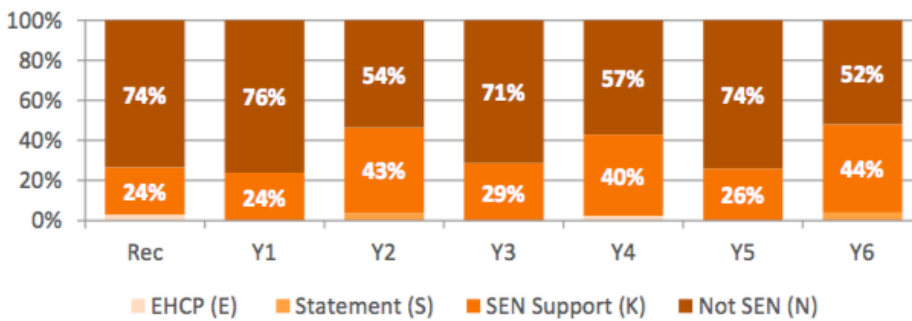


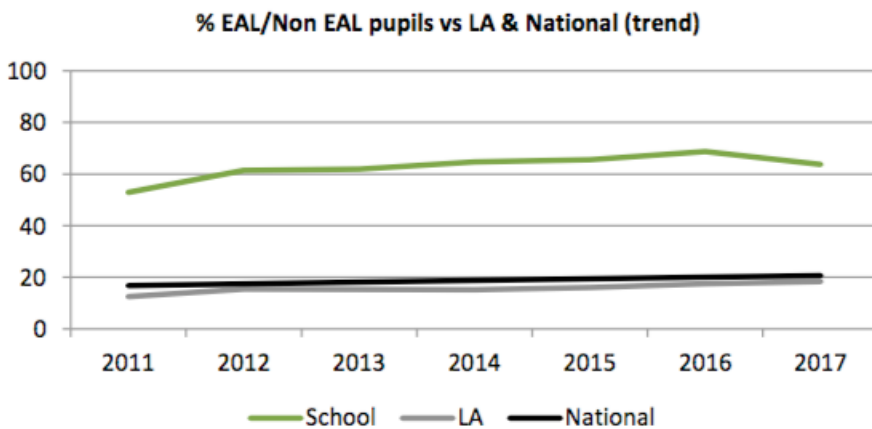
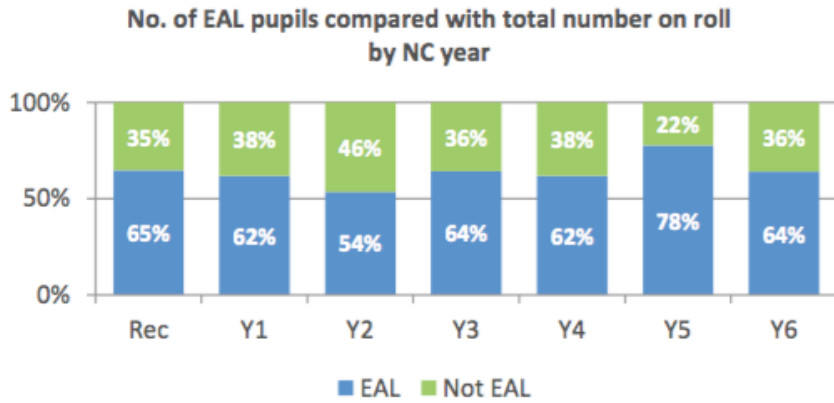
	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Number on roll	34	42	28	28	42	27	25
Number of Disadvantaged Pupils	4	13	13	17	17	11	15

No. Boys/Girls by NC year

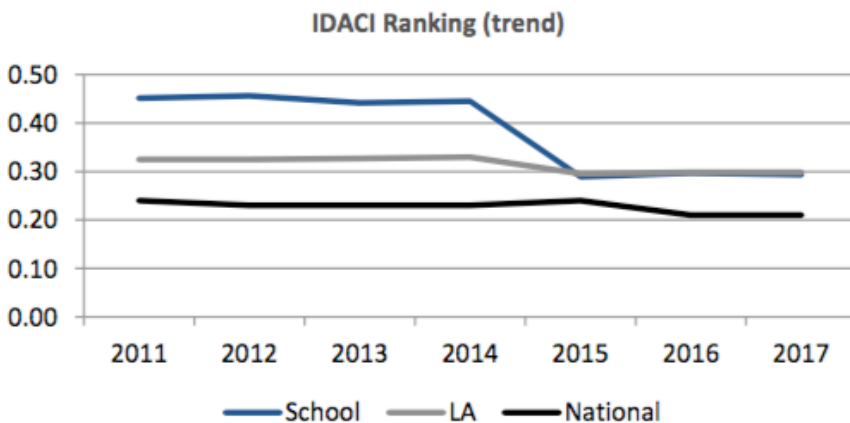


No. SEN pupils by NC year



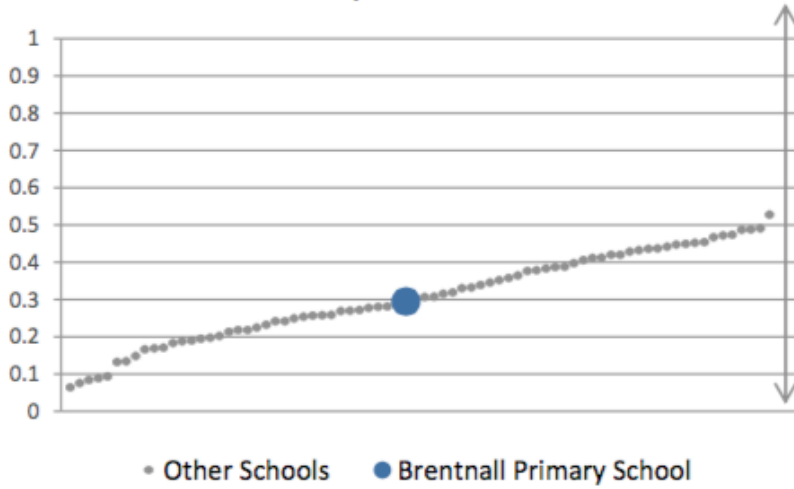


IDACI is the traditional measure of deprivation used by the DFE. All areas of England are allocated a deprivation score using a number of factors (e.g. rates of FSM and Working Tax Credits). By using address details on the School Census, pupils are allocated an 'IDACI Score' thus allowing us to differentiate between either schools or groups of pupils. The closer the score is to '1', the more deprived the cohort is. **Note:** The IDACI score may differ slightly from that show in in RAISE or other reports due to changes in postcode reference tables. A difference of +/- 0.02 is not uncommon.



Most Deprived

IDACI rank compared with other schools



Least Deprived

	Ward Level						
Irwell Riverside	0.63	0.63	0.64	0.64	0.48	0.48	0.49
Langworthy	0.64	0.64	0.65	0.64	0.47	0.48	0.48
Ordsall	0.68	0.68	0.68	0.68	0.47	0.46	0.46
Little Hulton	0.50	0.50	0.50	0.51	0.45	0.45	0.45
Broughton	0.58	0.58	0.58	0.58	0.40	0.41	0.41
Winton	0.42	0.42	0.41	0.41	0.37	0.37	0.38
Walkden North	0.34	0.33	0.33	0.33	0.33	0.33	0.33
Weaste and Seedley	0.34	0.35	0.35	0.35	0.33	0.32	0.33
Barton	0.34	0.34	0.34	0.34	0.31	0.31	0.31

Currently our school population consists of 22% white British and 78% non-white British pupils. With white Eastern European and Pakistani ethnic background pupils making up two of the largest groups. However, our current makeup composes of 29 different ethnic groups. This can and does change on a regular basis as the school is situated in an area, close to the city centre that is traditional the first location many immigrants and refugees settle. We consider this a unique and special aspect to our school. We strive to be welcoming to people new to the country and offer our families a diverse and rich program of support.

5. Equalities Objectives

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

1. To ensure the diversity of our school community is celebrated, that difference is recognised as a strength and that all members of our community have a greater understanding of peoples ethnic and religious background
2. To ensure that genders are not stereotyped, that all pupils are encouraged to participate in all activities and that education and opportunities are open to all.
3. To educate and foster a positive attitude to the transgender community, and ensure that the school is fully supportive to members of our community who identify as transgender.

Annual Review of Progress September 2018			
	Steps being taken	Evidence of progress	By
Objective 1	Whole school displays in hall	Photographs of displays	DHT
	Celebrating a wide and diverse number of festivals both traditional and religious	RE lessons-planning, books and pupil voice Display in main reception area- photographs	HT/SLT
	Invite leaders from the Sikh, Hindu, Jewish, Islamic and Christian faiths to lead collective worship	Assembly rota-highlighted	RE Co-ordinator
	Teach British values of respect in PSHE lessons and throughout the wider curriculum	Planning, books, pupils voice	All staff
Objective 2	Steps being taken	Evidence of progress	By
	Audit resources	audit	DHT
	Monitor groups/after school clubs/classes by gender and if necessary remove gender bias	Class register and analysis	DHT
	Ensure no activity or subject is seen as male or female by use of role modal e.g. singing led by a male, Science led by a female	Pupil voice	All staff
Provide both female and male role models who are non-stereotypical-a male ballet dancer, a female mechanic	Resources List of class role models	All staff	
Objective 3	Steps being taken	Evidence of progress	By
	Staff survey pre-and post training	Analysis of survey	DHT
	Staff training	Minutes of staff meeting and PowerPoint	DHT
	Transgender policy	copy	

Annual Review of Progress (Sept 19)			
Objective 1	Steps being taken	Evidence of progress	By
Objective 2	Steps being taken	Evidence of progress	By
Objective 3	Steps being taken	Evidence of progress	By

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.

ACTION PLAN A – IMPROVE PHYSICAL ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridors	Keep corridors clear from	Immediate	High	None	Ongoing		
2	Wheelchair access to main school building KS1	Enable wheelchair users to access KS1 playground independently	Ongoing quotes sought	Medium				
3	Disabled parking	Space provided						
4	Disabled Toilet	In place in the main entrance to the school and in Upper KS2 building						
5	Changing and Shower facilities	In place in 'house'						

ACTION PLAN B – IMPROVE CURRICULUM ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2 2016	High	SLT release costs			
2	Interventions	Assistant <u>Headteacher</u> for Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all year	Summer Term 2 2016	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	Assistant <u>Headteacher</u> for Inclusion to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of	Summer <u>Term</u> 2 2016	High	Possible resource implications where gaps are identified			
4	Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Assistant <u>Headteacher</u> for Inclusion and Specialist <u>TA</u> to deliver training where possible. Identify gaps in knowledge and	Summer Term2/Autumn Term 2016/2017	High	CPD for AH and <u>SpTA</u> External specialist costs			

ACTION PLAN C – IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically	The school will make itself aware of the services available for converting written information into alternativeformats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats <u>publicised</u> on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			

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

7. Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

A community impact assessment (CIA) is a way of assessing how what we do affects people with protected characteristics and other equality groups and considering how we can mitigate any unlawful or negative impacts. We can then take action to address any potential disadvantages to any equality group

8. 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.

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. 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
- Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies
- Rich learning experiences about human rights inside and outside of the classroom

10. 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 processes:

- *Training from Stonewell on LGBTQ rights and best practice*
- *full Governing Board discussions/consultation,*
- *discussions/consultation with SLT*
- *staff consultation during staff meeting*
- *staff questionnaire*

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.

11. 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, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers 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:

- designate a Governor with specific responsibility for the Equality Scheme
- 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
- ensure that the action plans arising from the Scheme are part of the school development plan
- 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
- can 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 including the use of cpoms and online reporting
- 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:

- can contribute to the Scheme via the school council
- 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 and school values
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society
- experience a curriculum and environment that reflects the ethnicity and cultural diversity of our community

13. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

Each year the school will display their current 'Stonewell award' to recognise the commitment and progress to tackling homophobic, bi-phobic and transphobic language.

The school will also annually report to governors the number of racist, homophobic incidents.

The school will closely analyse their data and use the findings to further improve or update their equality plan.

14. 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;

*Mr Thompson
Deputy Head Teacher
Brentnall Community Primary
Matt.thompson@salford.gov.uk*