



*St. Paul's Peel C.E. Primary
School*

EQUALITY SCHEME

2017 -2020

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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 first single Equalities Scheme for *St. Paul's Peel C.E. Primary School*. 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 Head 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 should choose and publish equality objectives.

3. School Values, Ethos/Mission Statement

Our school mission statement is:

‘Teamwork Towards Targets in Faith, Hope and Love’

We hold dearly to our hearts the story of the little girl and the starfish;

A girl was walking along a beach, there were thousands of starfish, when she came to each starfish she picked it up and placed it back into the sea. A man observed the girl and said “You can’t begin to make a difference “. The little girl replied as she placed a starfish in the sea “Well, I’ve made a difference to that one!”

That is our objective at St Paul’s Peel C of E Primary School - to make a difference to each and every one of our children.

Trusting in God we aim to:

- To provide all our children with a broad and balanced curriculum; based on the National Curriculum, which allows them to acquire knowledge, experience, skills and understanding in order to prepare them for the responsibilities of adult life;
- To bridge the gap for children between home and the outside world;

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.

- To motivate children to enable them to develop emotionally, academically, intellectually and physically to their full potential, recognising that as they grow up they will develop at different rates and in different ways;
- To provide a secure environment which is supportive and stimulating;
- To encourage co-operative, caring and community spirit in the children in order to provide a happy, tension-free atmosphere;
- To welcome and encourage children, parents, governors, members of St Paul's Peel C.E. Church and the community to participate in the life of school;
- To do everything possible to ensure that each child enjoys his/her time at this school;
- To ensure that there are positive relationships between staff, between pupils and between staff and pupils;

Values

St Paul's Peel C.E. Primary School is a community and, as such we establish the following core values:

- Tolerance;
- Respect;
- Personal responsibility;
- Recognition of the contribution that everyone makes;
- Fairness and justice;
- Willingness to acknowledge others' point of view;
- Empathy; co-operation; consideration for other people.

4. School Profile

St. Paul's Peel C.E. Primary School is a one and a half form entry voluntary controlled School; housed in a modern, compact two-storey building.

The school was opened in January 1989, when St. Paul's Peel C.E. Infant (Voluntary Controlled) School and St. Paul's Peel C.E. Junior (Voluntary Aided) School were amalgamated as part of the L.A rationalisation.

The standard admissions number is 40. In September 2016 we shall have 1 Nursery class, 2 reception classes, 3 vertically grouped Year 1/2 classes, 1 Year 3 class, 1 Year 3/4 class, 1 year 4 class, 2 Year 5 classes and 2 Year 6 classes.

The school has an excellent reputation as a caring environment within the local community and has strong links with the local St. Paul's Peel Parish Church.

The school is a member of the Little Hulton and Walkden Family of Schools.

Miss Herrera is the SENCO.

Mrs Moore is The Chair of Governors.

5. Equalities Objectives

- To promote cultural development and understanding through a rich range of experience, both in and beyond the school
- To tackle prejudice and promote understanding in relation to others
- To narrow the gap between the attainment of boys and girls
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
- To ensure the school environment is accessible as possible to all pupils, staff and visitors
- To support and broaden opportunities for vulnerable families

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

Date objectives agreed with Governors	
Progress reviewed (to be done annually)	
Date next review due	
Final review date	

Annual Review of Progress			
Objective	Steps being taken	Evidence of progress	By
To promote cultural development and understanding through a rich range of experience, both in and beyond the school	Weekly SEAL assemblies/workshops Salford Diocese RE Syllabus Church Visits Weekly assemblies led by Sister Dorothy	Planning Pupil Voice	RE leader PHSE leader
Objective	Steps being taken	Evidence of progress	By
To narrow the gap between the attainment of boys and girls	Review curriculum Review resources	Gap narrowed	SLT SENCO
Objective	Steps being taken	Evidence of progress	By
To support and broaden opportunities	Vulnerable families, accessing pupil premium	SHARE Parental Engagement	SLT Childrens

for vulnerable families	funding, accessing a broad range of support to include access to extra-curricular activities	Parental Questionnaires Pupil Engagement	& Families Officer Learning Mentor
Objective	Steps being taken	Evidence of progress	By
To tackle prejudice and promote understanding in relation to others	Weekly sessions 1:1 or small group activities led by Learning Mentor	Increased understanding of others Records kept of incidents	SLT
Objective	Steps being taken	Evidence of progress	By
To ensure the school environment is accessible as possible to all pupils, staff and visitors	Risk assessments completed Health and safety on weekly agenda	Accessibility improved	SLT SBM
Objective	Steps being taken	Evidence of progress	By
To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Records kept showing participation Pupils individually invited	Increased participation	SLT PE leader

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.

Insert link to your accessibility plan or include in the appendices

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.

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*
- *A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them*
- *Student involvement in debates about change*
- *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*

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 process:

- *questionnaires to parents, staff, other professionals, other community leaders*
- *full Governing Board discussions/consultation,*
- *discussions/consultation with pupil groups*
- *pupil voice questionnaires*

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 to help us provide our services, 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
- 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

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.

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;