

Summerville
Primary School

EQUALITY SCHEME

2018 -2022

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 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 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 the Head teacher

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 should choose and publish equality objectives.

3. School Values, Ethos/Mission Statement

Summerville Primary School is committed to actively promoting the Core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are contrary to these core values. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Summerville Primary School is dedicated to preparing students for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The four British Values are:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those of different faiths and beliefs, including those with no belief.

Summerville Primary School uses strategies within the National Curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Summerville Primary School strives to consistently embed British values.

4. School Profile

Summerville is an inclusive school where we celebrate differences and similarities that exist in our diverse community. Our school values of: Excellence; Respect; Challenge and Self-belief, underpin all aspects of the school's work.

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.

The school has a SEMH (Social, Emotional and Mental Health) resource provision called 'The Nestf'. The provision is for Key Stage 2 Salford pupils with an EHCP for SEMH. The school has 'Place2Be', an on-site therapeutic counselling service for parents, carers and pupils.

The proportion of pupils known to be eligible for FSM is above average at 49% (IDSR 2017). The school is in quintile 1 for school deprivation. The school is in quintile 1 with 47% of pupils first language not/believed not to be English (IDSR 2017). The number of pupils with SEND support is below the national average 11.0% (IDSR 2017) compared to 12.2% nationally. 4.1% (IDSR 2017) of SEND pupils have a statement or EHCP, which is above national average of 1.3%. On entry data into Nursery indicates that pupils' attainment is below age related expectations: 23% of these pupils were operating in the 30-50 emerging month band in the Prime areas in September 2017.

Attendance 2018

- Whole School: 95.2%
- Boys: 95.1%
- Girls: 95.2%
- Disadvantaged pupils: 95%
- Pupils currently eligible for Free School Meals: 94.9%
- Non- disadvantaged pupils: 94.9%
- Pupils receiving SEND Support: 93.5%
- Children with EHCPs: 94.3%
- Looked After Children: 0
- Pupils whose first Language is not English: 94.5%

Attainment and progress of groups of pupils

EYFS 2018

- 56% of Reception pupils achieved a good level of development
- 38% of boys achieved a good level of development
- 72% of girls achieved a good level of development
- 44% of disadvantaged pupils achieved a good level of development

KS 1

Year 1 Phonics

- 76% of children met the expected standard in phonics
- 56% of boys met the expected standard in phonics
- 85% of girls met the expected standard in phonics
- 80% of disadvantaged pupils met the expected standard in phonics
- 50% of children with EAL met the expected standard in phonics

Year 2 Reading

- 62% of pupils met the expected standard in Y2
- 64% of boys met the expected standard in Y2
- 59% of girls met the expected standard in Y2
- 60% of disadvantaged pupils met the expected standard in Y2
- 27% of pupils who receive support for SEND met the expected standard in Y2
- 65% of children with EAL met the expected standard in Y2

Year 2 Writing

- 49% of pupils met the expected standard in Y2
- 44% of boys met the expected standard in Y2
- 55% of girls met the expected standard in Y2
- 60% of disadvantaged pupils met the expected standard in Y2
- 20% of pupils who receive support for SEND met the expected standard in Y2
- 55% of children with EAL met the expected standard in Y2

Year 2 Maths

- 53% of pupils met the expected standard in Y2
- 60% of boys met the expected standard in Y2
- 45% of girls met the expected standard in Y2
- 53% of disadvantaged pupils met the expected standard in Y2
- 27% of pupils who receive support for SEND met the expected standard in Y2
- 65% of children with non-white British Ethnicity met the expected standard in Y2

KS 2 Statutory Assessment

- 69% of all pupils achieved the expected standard in reading, writing and maths combined
- 75% of boys achieved the expected standard in reading, writing and maths combined
- 65% of girls achieved the expected standard in reading, writing and maths combined

Analysis of Fixed Term Exclusions 2017 – 2018

- Number of children experiencing a fixed term exclusion: 3
- Number of Boys: 3
- Number of Girls: 0
- Number of Pupils with SEND: 6

E. 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 analysis of attainment and progress data and analysis of pupil attendance and welfare information

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

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

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To promote cultural development and understanding in relation to people within the protected characteristics through the curriculum and a rich range of experiences both in and beyond the school.
- To improve the attendance of disadvantaged pupils.
- To narrow the attainment gap between disadvantaged pupils and others in KS1 and KS 2.
- To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

| Objective | Action | Success Criteria | Evidence | By |
|---|--|--|--|-------------------------------------|
| To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity. | Consolidate implementation of No Outsiders Scheme of Work Implement Medium Term Planning for RE as per the new Salford Agreed Syllabus Embed P4C across the curriculum | 85% of pupils meet the year group Key Objectives for PHSE 100% of pupils access a broad and balanced RE curriculum Achieve Sapere P4C gold award | End of year data sweep Book Look by Subject Leader confirms delivery of broad RE curriculum | Lesson observations |
| To reduce prejudice and increase understanding of equality through direct teaching across the curriculum. To tackle prejudice and promote understanding in relation to people within the protected characteristics | No Outsiders Scheme of Work Monitor prejudice related behaviour/bullying incidents each term Black History Month – October Anti-Bullying week – November Respect Programme Y6 Gypsy Roma Traveller month – June Refugee and Asylum Seeker month - June | Prejudice related bullying incidents remain at a low level | Termly analysis of behaviour and exclusion statistics Pupils voice | Dec 2018 April 2019 July 2019 |
| To promote cultural development and understanding through a rich range of experiences both in and beyond the school | Through the annual schedule of trips, visits and visitors develop children’s cultural development Ensure the delivery of a broad and balanced curriculum for all cohorts | 100% of pupils are able to access planned trips and visits as per their year group curriculum plan. Children’s work evidences the delivery of a | Record of trips, visits and visitors in HT Reports to GB Work scrutiny indicates delivery of a broad and balanced | Dec 2018 April 2019 July 2019 |

| | | | | |
|---|--|--|---|-------------------------------------|
| | | broad and balanced curriculum | curriculum. | |
| | | | | |
| To narrow the gap between disadvantaged pupils and others at KS2 | Target Teaching Assistants support to identified pupils to boost attainment Termly monitoring of attainment and achievement data to inform decisions about intervention and support. Deployment of staff to provide targeted support to pupils | Increase the proportion of disadvantaged pupils meeting the expected standard in reading in 2018 to at least 77% Improve disadvantaged children's average scaled score in reading to at least 104 | Analysis of termly and end of year attainment and progress data | Dec 2018 April 2019 July 2019 |
| | | | | |
| To narrow the attainment gap between disadvantaged pupils and others in KS1 | Deployment of Support staff to enable targeted group work. Termly monitoring of attainment and achievement data to inform Closing the Gap Action Plans and inform decisions re. the deployment of resources to close any identified gaps | 60% of disadvantaged pupils meet the Expected Standard in reading, writing and maths at the end of KS 1 in 2018 100% of KS 1 disadvantaged pupils make good progress from their starting points in Y1 | Analysis of termly and end of year attainment and progress data | Dec 2018 April 2019 July 2019 |
| Improve attendance rates of disadvantaged pupils | EWO SLA – including support for families, attendance panels and fast track prosecution where appropriate. Non-teaching AHT for pupils Welfare to provide a rapid response and support to families experiencing difficulties. Half termly monitoring and intervention for | Attendance of disadvantaged pupils is above 95% Attendance of pupils causing concern improves to 95%+ | Termly attendance data reported to GB | Dec 2018 April 2019 July 2019 |

| | | | | |
|--|---------------------------|--|--|--|
| | families causing concern. | | | |
|--|---------------------------|--|--|--|

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.

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 democratic, participatory approach to school governance where all members of the school community are represented in decision making that affect them
- Systems to ensure pupils involvement in decision making about school life
- 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:

- Governing Board discussions/consultation,
- discussions/consultation with pupil groups

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, Executive Head teacher, Head of School, 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 Teresa Woodward at the school office