James Brindley Community Primary School

EQUALITY SCHEME

2016- 2017

Policy updated: June 2016
Next Review Date: June 2017
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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 equalities and human rights agenda is about proactively working to address inequalities and improving 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 that James Brindley Community Primary School has produced. This document serves a few purposes, it sets out our schools 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 equality groups protected by the Equality Act 2010, it 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 an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name Chris Moore Date June 2016

Signed by Head of Governors

Name Joanne Hebden Date June 2016
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 how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act 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.

The school is obliged to:
- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people’s specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it.

3. School values, ethos /Mission Statement

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of the Local Authority which have been widely consulted across the region. They are:
1. To encourage mutual respect for all:
2. To recognise and work with every diverse group regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
3. To provide high quality inclusive services and facilities:
4. To make sure our employment policies and practices are fair and challenge harassment and discrimination.
5. To provide an atmosphere of harmony respect and safety within an educational environment.
6. We will proactively seek to review and restructure the cultures, policies and practices in school, so that they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

**Community Cohesion**
We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups. We have incorporated our priorities into our single Equality Scheme and objectives.

**Strand 1** - Teaching learning and the curriculum. –With emphasis across the curriculum on the promotion of common values and valuing diversity, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

**Stand 2** –Equity and Excellence- equality for all to succeed removing barriers to access, eliminating variations in outcomes to different groups.

**Strand 3** - Engagement and extended services-enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities-locally and more widely.

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds.

We understand that there are different types of schools in different communities and will promote the interaction of students with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

**Age, sexual orientation, religion and belief**
We must ensure that we do not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

**4. Salford’s profile**
Salford is a growing and increasingly diverse city. The city is home to Salford City College and the University of Salford, two mosques, one Gurdwara, a number of synagogues and churches.

There remain significant gaps between the most and least deprived parts of the city, and also between Salford and the rest of the North West and UK. It remains the fourth most deprived authority, in terms of both income and employment, in Greater Manchester and 15th in the Index of Multiple Deprivation in 2007

In 2009 the Office of National Statistics (ONS) estimated that the population of the city was 225,100. Of those 225,100 people:

- 41,000 were aged 0 -15 (18.2%),
- 144,900 were of working age (64.37%)
39,200 were older people aged over 60 for women or 65 for men (17.41%)

Salford experienced a 30.1% growth in the number of residents aged between 20 and 24 years, between 2001 and 2007.

Salford also received net inward migration of between 3,000 and 6,000, 16 to 24 year olds per annum. The ONS estimated that 1,200 people migrated to the city during 2007/08 and that the population grew as a whole by 2,100 people.

The city’s mix of BME communities is unique to the region. The rapidly expanding Orthodox Jewish community, the second biggest outside London, is now believed to number in the region of 10,000 people - currently equivalent to 1 in 22 Salfordians, and around 10% of all young people in Salford are Jewish.

Other long standing communities in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles.

In 2001, 13.65% of the population of East Salford were recorded as Jewish and 7.65% of the population of Eccles were recorded as Muslim. The last decade has seen the city’s ethnic diversity grow even further, with a range of new emerging communities such as Roma, Francophone African and Eritrean.

The 2001 Census recorded only 3.87% of the population of the city was non-white. In 2007, however, the Office for National Statistics had revised this to 7.99%.

The data from our schools census suggests a continuing trend towards diversity, with 85.5% of Salford pupils identifying as White British in 2010 compared to 96.8% in 2001.

The University draws learners from across the UK and the world, whereas the intake at the College is sourced much closer to home. This diversity is reflected in the statistics: in 2006-07, 18.2% of those entering undergraduate courses at the University were of Black, Minority Ethnic (BME) heritage. In addition, 9.5% considered themselves to have a disability.

Since 2004 Salford, like many areas of the UK, has seen a rapid influx of migrant workers from central and Eastern Europe, the city has been one of the region’s main gateways for asylum seeker dispersal.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around Manchester city centre (which includes the central Salford electoral wards). Anecdotal evidence suggests a relatively well established community in the Lower Broughton and Pendleton areas close to the University.

Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

The 2001 Census also indicated that 22.82% of the population had a limiting long term illness.

At the other end of the age spectrum, there was a relative worsening in the extent to which income deprivation affects older people. Over the age of 75, the proportion of women to men in
every ward of the city is in the region of 3:2, which can be partly explained by the lower life expectancy for men than women.

We know that nearly half of all people claiming Incapacity Benefit in Salford do so for mental health reasons, which is 10% higher than the average for England.

The most common type of reported hate crime in Salford is racially aggravated hate crime incidents. Jewish and Muslim people are at much greater risk of being a victim of hate crime in Salford. For example, of the 206 anti-Semitic incidents in Greater Manchester recorded in 2009 by the Community Support Trust, 75 were in Salford. Research on Muslim communities in central Salford completed in 2010 revealed that 28.9% had experienced racial and other forms of harassment.

By 2024 our population is projected to have increased to over 240,000 people.

4. School profile

- **James Brindley is a larger than average primary school situated in the Worsley, Walkden, area of Manchester. The houses surrounding the school are all owner occupied.** The number on roll has increased to 270 as the school admitted an extra 30 reception pupils in September 2009. The children are organised into 9 classes.

- A *very large majority* of pupils are white British 93%. The percentage of ethnic pupils is a *very small minority* and is well below the national average, the proportion of pupils who speak English as a second language is *very few* and is well below the National Average. 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.

- There are currently 3 pupils with a statement of SEN in the school. **The proportion of pupils eligible for FSM is below average.** Our SEN include moderate learning difficulties, speech and language communication problems, specific learning difficulties and medical.

- **Attainment on entry** is broadly at national age-related expectations in mathematical development (MAT), knowledge and understanding of the world (KUW), physical development (PD) and creative development (CD , (PSED) and (CLL)

- The proportion of pupils from ethnic groups is **below average** however numbers have increased in the last 3 years. The proportion of pupils with SEN including those with a statement is 16 which is **slightly below the National Average.**

- Pupils enter the school in the Nursery and remain until they are 11 and the stability of pupils in the school is **good and above the national average.** Families are loyal to the school and are very proud of the work it does with their children. Early Years provision is provided by the Nursery and reception classes. All pupils in the EYFS provision attend full time.

- Attendance data for the school has consistently been **well above** the national average.

- The Governing Board has remained stable.

- The SLT team consists of 4 members including the Head teacher.

- The school is committed to Equal Opportunities which is driven by the National curriculum inclusion statement and will make each child welcome regardless of race, colour, creed or disability. At a whole school level, both the staff and pupils are committed to the school becoming a place where everyone can participate fully on an equal basis. James Brindley has a distinctive family caring character with a welcoming ethos which is frequently commented upon by our visitors.
5. Equalities objectives

Having outlined our school strength 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.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>Outcome Sought</th>
<th>Name of person responsible</th>
<th>Name of person reporting to</th>
<th>Target date</th>
<th>Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of single Equality Scheme</td>
<td>Publicise Scheme for parents and staff</td>
<td>Parents and school community aware of the single Equality scheme</td>
<td>C Moore</td>
<td>Staff Governors</td>
<td>June 2014</td>
<td>June 2014 Full review Aut 2016</td>
</tr>
<tr>
<td>To support EAL students with access to the curriculum</td>
<td>A programme is put in place to support EAL students in school</td>
<td>EAL students are confident and integrated in lessons</td>
<td>L Simmons</td>
<td>CM STAFF Parents Curriculum committee</td>
<td>Termly</td>
<td>Aut 2016</td>
</tr>
<tr>
<td>Gender /Race/ Disability</td>
<td>Ensure that all have equal access to all aspects of the curriculum and that all are making good progress.</td>
<td>Curriculum motivates all pupils. All teachers are aware of the gaps in learning for different and vulnerable pupils</td>
<td>All teachers SEND coordinator</td>
<td>CM</td>
<td>Half termly</td>
<td>Aut 2016</td>
</tr>
<tr>
<td>Active celebration of different faiths</td>
<td>Timetable of assemblies to reflect special times of year for different cultures. R.E curriculum for all classes to reflect diversity of religions</td>
<td>The profile of diversity is raised through pupils learning about different cultures beliefs.</td>
<td>All teachers RE Lead: M Haygarth</td>
<td>CM</td>
<td>Throughout the year</td>
<td>Annual review of curriculum and assemblies</td>
</tr>
<tr>
<td>Community Cohesion</td>
<td>Ensure equal access to information for all parents through letters, website, texts, the Learning Platform.</td>
<td>All groups of school community kept informed</td>
<td>C Moore</td>
<td>Governors</td>
<td>Throughout the year</td>
<td>Annual review</td>
</tr>
</tbody>
</table>

We identified these objectives based on information gleaned from staff, pupils and parents

6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. The 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.
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. We have outlined the community impact assessment we intend to carry out this year above.

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 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;

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.
- Empowerment of pupils, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies.
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity.
- Rich learning experiences about human rights and British Values 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.

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.

We sent out a questionnaire to different sections of the Community including:

- Parents and Carers
- Children in the school
- The psychologist and SEND professionals
- The policy presented to Health and Safety committee which consists of members of the community, Governors, parents,
- Policy Presented to full Governing Board
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 will is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme
The Governing Board, Head Teacher, SLT 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
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board yearly, on its progress and effectiveness
- ensure that the SLT 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: Claire Hardwick
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the head teacher 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 improvement plan
- evaluate and review this scheme 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
- assist in implementing reviews of this scheme as detailed in the school improvement plan
Parents/Carers will:

- have access to the Scheme: School website
- 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
- 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. The scheme will be reviewed on a termly basis by the head teacher, senior staff and the governing Board.

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, or if you wish to make a complaint, please contact;
Policy completed by Mr C.Moore in liaison with Health and Safety Committee
Presented and passed by Governors, June 2016
Review annually