



Ellenbrook

COMMUNITY PRIMARY SCHOOL

EQUALITY SCHEME

2018-2022

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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 *Ellenbrook Community 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.

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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

Ellenbrook School has an agreed set of principles that creates and leads our vision. These principles stimulate reflection and review, and support action. They define the heart and soul of our school. Our moral purpose acknowledges that there is a need for our pupils to be both challenged and supported if we are to enrich and enhance every child's learning and life experiences, by breaking down barriers to learning and participation. Our vision for Ellenbrook Primary School is that every child will succeed.

¹

4. School Profile

Ellenbrook has 340 children on roll which includes 30 full time Nursery places. There are strong links with the local community and church that enriches pupils' religious, spiritual, moral and social education. These links contribute a valuable dimension to its community cohesion

Ellenbrook Primary School is an average-sized primary school. The proportion of pupils from minority ethnic backgrounds is lower than average, as is the proportion who speak English as an additional language. The proportion of disadvantaged pupils is well below average. The proportion of pupils who have special educational needs and/or disabilities is below average as is the proportion of pupils with an education, health and care plan. The early years provision comprises one Nursery class and two Reception classes. The school runs a breakfast club and after-school club. The school meets requirements on the publication of specified information on its website. The school meets the government's current floor standards, which set the minimum Inspection report expectations for the attainment and progress of pupils in English and mathematics by the end of Year 6.

- This school is a very popular choice with parents and has been constantly oversubscribed.
- The school became two form entry in 2015 with two classes in each group to Year Two and single form from Year 3 to Year 6 (there is a two form 'bubble' class in Year 5)
- The children come from a mix of socio-economic backgrounds.
- The vast majority live in owner occupier private housing
- The school has one Looked After Child and four post LAC children.
- Most parents are in full-time employment and many are self-employed.
- The school and grounds are free from vandalism.
- Children enter the nursery with skill levels that are broadly typical of children in this age group
- The school's intake shows a significant change in the last 5 years when most of pupils were from White British heritage and few were at the early stages of speaking English
- We now have 23% of children from ethnic backgrounds other than White British
- The percentage of pupils whose first language is not English, or believed not to be English, has also increased since the last inspection. It is now 12.9% of pupils (Nursery to Year 6) this is above the national average
- The percentage of children with special educational needs is below the national average (pupils registered as SEN 8.5%)
- Attendance figures 2018: overall attendance 96.6% and unauthorized absence 0.5 %. This continues to be above the LA average.
- The school is an active member of the Worsley Family of 10 schools and it benefits from the activities of the cluster especially through shared training and sports events
- Ellenbrook is the Worsley hub school for Maths
- The school is seen to be successful by the community it serves and it is a very popular choice with parents
- The school has always been very successful in achieving its aims and meeting its targets.

Staff and Governor profiles show a range of ages and ethnicities. Recruitment and selection policies adhere to L.A guidelines and there are no barriers to promotion or training.

All staffing policies, including grievance, disciplinary, pay, appraisal and capability, comply with the Equality Scheme document

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.

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 (S. Baird) Governing Body | ongoing |
| Gender | Monitor children's behaviour by gender and act on any trends or | Report to Governing Body Pupil progress meetings | Designated member of staff (S. Baird) Governing Body | ongoing |

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|--------|---|---|---|---------|
| | patterns in the data that requires additional support for pupils | | | |
| Gender | Monitor and analyse staff profile and act on any trends or patterns | Report to Governing Body Pupil progress meetings | Designated member of staff (S. Baird) Governing Body | ongoing |

Pupil Premium and Looked after Children

| Equality Strand | Action | How will the impact of the action be monitored | Who is responsible for implementing? | What are the timescales? |
|--|---|--|--|--------------------------|
| Pupil Premium/ 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 (S.Baird) Governing Body | Ongoing |

Special Educational Needs

| Equality Strand | Action | How will the impact of the action be monitored | Who is responsible for implementing? | What are the 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 | Report to Governing Body | SENCO Governing Body | Ongoing |

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|---------------------------|---|--------------------------|----------------------|---------|
| | data that requires additional support for pupils | | | |
| 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 | SENCO 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 register to be drawn up | DHT | 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 | DHT | 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 support for pupils | Report to Governing Body | Designated member of staff Governing Body | Ongoing |
| 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 PHSCE, 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 Egress | Report to Governing Body | DHT | Ongoing |

| | | | | |
|------------|--|--|-----|---------|
| | Plan (PEEP) to ensure disabled staff/children are able to evacuate the building safely in case of an emergency | | | |
| 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, | DHT | 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 | HT | 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 | HT 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 | HT 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 | HT Governing Body | Ongoing |
| Race | Monitor and analyse staff profile by ethnicity and act on any trends or patterns | Report to Governing Body | HT Governing Body | Ongoing |

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. | Report to Governing Body and LA | HT | Ongoing |
| Sexual Orientation | Provide greater opportunities for children | Report to Governing Body | HT | Ongoing |

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| | to appreciate diversity with SMSC, assemblies and PHSCE curriculum focused on different family make ups and diversity. | and LA | | |
|--|--|--------|--|--|

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 and community 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 | School Development Plan | | Ongoing |

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|--------------------|---|--|-----------|---------|
| | Eco schools programme and develop a deeper awareness of local and national and global dimensions through the curriculum* | | | |
| 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 |

* In addition to Ofsted Key Improvement objective within School Development Plan

8. 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 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
- 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

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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