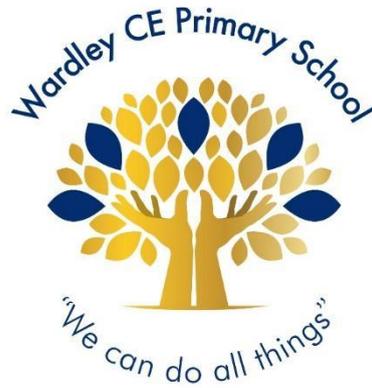


Wardley CE Primary School
Single Equality Scheme



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	June 2023
Signature of Chair	<i>Paul Donovan</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	June 2026

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

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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 Wardley CE 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.

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:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. School Values Statement

Our school vision

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

We can do all things through Christ who strengthens us. Phillipians 4:13

Practical ways in which we attempt to carry out our school vision

Through the Christian value of respect:

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

Through the Christian value of friendship:

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

Through the Christian value of trust:

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

Through the Christian value of courage

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

Through the Christian value of perseverance:

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

4. School Profile

This is a larger than average sized school serving an urban area, close to Salford city centre. The proportion of pupils known to be eligible for free school meals is in line with the national average. The percentage of pupils with special educational needs and/or disabilities is currently just above the national average. Most pupils are of White British heritage and around 12% are from minority ethnic backgrounds. 5% of pupils are learning English as an additional language. The incidence of pupils entering or leaving school part way through their education is very low.

Wardley CE Primary School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having Special Educational Needs and/or Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The proportion of disabled pupils and those who have special educational needs supported through 'SEN support A, B and C' is below the national average and the proportion of pupils with a statement of special educational needs/EHCP is below the national average.

We believe that all children should be equally valued in school. We will strive to ensure that children with SEND are not treated less favourably and to develop an environment where all children can flourish and feel safe, healthy and happy. We want children to achieve their best, engage fully in the activities of the school and make successful transitions into adulthood.

Wardley CE Primary School is an inclusive school. We aim to engender a sense of community and belonging, and to offer new opportunities to learners which take account of their valued life experiences and needs.

We believe in equality of opportunity for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners, particularly those that are vulnerable in some way which may include:

- Girls and boys
- Intersex gender
- Transgender
- Disadvantaged children
- Minority ethnic and faith groups

- Travellers, asylum seekers and refugees
- Learners who needs support to learn English as an additional language (EAL)
- Learners with special educational or additional needs including dyslexia, ASD, ADHD
- Learners who are disabled
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

5. Equalities Objectives

Our previous objectives in our Equality Action Plan from May 2023 were:

- 1.To ensure that all members of the school community are familiar with the equality plan and the part it plays in supporting the delivery of the school's equality policy.
- 2.To ensure all pupils make excellent progress from their relative starting points.
- 3.To ensure that the school is a place where everyone is welcome and everyone is equal with a secure understanding amongst all members of the school community of the nine protected characteristics.
- 4.Ensure that the curriculum represents the wider community's diversity in terms of race, religion and belief, gender & disability.

Given that these objectives have just been put into place it is too early to review the progress being made against them.

Having outlined our school's current strengths and challenges, we will retain these four 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 the need to ensure that our school is one in which everyone is welcome and everyone is equal and that our curriculum is accessible and representative to all. As a result we are a school in which every pupil can thrive and every member of the school community understands the way in which the equality scheme contributes to this.

Date objectives agreed with Governors	29.06.23
Progress reviewed (to be done annually)	Annual review
Date next review due	June 2024
Final review date	June 2026

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

1.To ensure that all members of the school community are familiar with the equality plan and the part it plays in supporting the delivery of the school's equality scheme.

2.To ensure all pupils make excellent progress from their relative starting points.

3.To ensure that the school is a place where everyone is welcome and everyone is equal with a secure understanding amongst all members of the school community of the nine protected characteristics.

4.Ensure that the curriculum represents the wider community's diversity in terms of race, religion and belief, gender & disability.

Annual Review of Progress - June 2024			
Objective 1	Steps being taken	Evidence of progress	By
To ensure that all members of the school community are familiar with the equality plan and the part it plays in supporting the delivery of the school's equality scheme..	Publish & promote the equality plan through governor meetings, staff meetings, the school website & newsletter.	That all members of the school community are familiar with the principles of the equality plan and understand its role in supporting the delivery of the school's equality scheme.	June 2024
Objective 2	Steps being taken	Evidence of progress	By
To ensure all pupils make excellent progress from their relative starting points.	Monitoring & analysis of pupil achievement by race, gender & disability	Analysis of data shows whether all groups are reaching their potential. If any gaps are identified then the data is used to address them.	June 2024
Objective 3	Steps being taken	Evidence of progress	By
To ensure that the school is a place where everyone is welcome and everyone is equal with a secure understanding amongst all members of the school community of the nine protected characteristics.	Promoting understanding of the nine protected characteristics and the role that everyone must play in promoting this ethos.	Secure understanding amongst all key stakeholder groups of what the nine protected characteristics are, their importance and how we promote them.	June 2024
Objective 4	Steps being taken	Evidence of progress	By
Ensure that the curriculum represents the wider community's diversity in terms of race, religion and belief, gender & disability.	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the wider community's diversity in terms of race, religion and belief, gender & disability.	Notable increase in the understanding amongst pupil's of the wider community's diversity in terms of race, religion and belief, gender & disability and the positive impact that this has.	June 2024
Annual Review of Progress - June 2026			
Objective 1	Steps being taken	Evidence of progress	By
To ensure that all members of the school community are familiar with the equality plan and the part it plays in	Publish & promote the equality plan through governor meetings, staff meetings, the school website & newsletter.	That all members of the school community are familiar with the principles of the equality plan and understand its role in	June 2026

supporting the delivery of the school's equality scheme.		supporting the delivery of the school's equality scheme.	
Objective 2	Steps being taken	Evidence of progress	By
To ensure all pupils make excellent progress from their relative starting points.	Monitoring & analysis of pupil achievement by race, gender & disability	Analysis of data shows whether all groups are reaching their potential. If any gaps are identified then the data is used to address them.	June 2026
Objective 3	Steps being taken	Evidence of progress	By
To ensure that the school is a place where everyone is welcome and everyone is equal with a secure understanding amongst all members of the school community of the nine protected characteristics.	Promoting understanding of the nine protected characteristics and the role that everyone must play in promoting this ethos.	Secure understanding amongst all key stakeholder groups of what the nine protected characteristics are, their importance and how we promote them.	June 2026
Objective 4	Steps being taken	Evidence of progress	By
Ensure that the curriculum represents the wider community's diversity in terms of race, religion and belief, gender & disability.	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the wider community's diversity in terms of race, religion and belief, gender & disability.	Notable increase in the understanding amongst pupil's of the wider community's diversity in terms of race, religion and belief, gender & disability and the positive impact that this has.	June 2026

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 update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment.

The plan can be found on the school website: [Accessibility Plan](#)

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

7. Community Impact Assessments

We ensure we have due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions when making any significant decisions.

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
- 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
- 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 processes:

- questionnaires to parents, staff, other professionals, other community leaders,
- full 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 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 annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

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 regularly

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 how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives 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;

Wardley CE Primary School, Moss Bank Road, Manchester,M27 9XB.

All enquiries will be handled initially by the school office team:

Mrs Statham - School Business Manager

Miss Briffa - School Administration Assistant

Main Contact: Mrs Statham

Tel: 0161 921 1098

Email: wardley.ceprimaryschool@salford.gov.uk

