

Cadishead Primary School

Equalities Scheme

2017-20

Policy Review Sheet
Equalities Scheme

| Date Reviewed | Date of Next Review | Name/signature |
|---------------|---------------------|--------------------------------|
| Autumn 2017 | Autumn 2019 | New policy adopted Autumn 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 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 *Cadishead Primary School*. This document sets out our school's overall commitment to equality, diversity, human rights and community

cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher

Name Signed..... Date.....

Signed by Head of Governors

Name Signed..... Date.....

2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,

- Foster good relations across all characteristics¹ - between people who share a protected characteristic and people who do not share it.

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

3. School Values, Ethos/Mission Statement

Cadishead Primary School is committed to a policy of inclusion and aims to be a School where everyone:

- is respected and respects others
- takes part in the life of the School
- achieves to their potential
- develops skills essential to life
- exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of race, gender, disability, sexuality, age, income, religion, colour, ethnicity, marital status or nationality.

In our School, we recognise that it may include:

- people from minority ethnic backgrounds, travellers, asylum seekers and refugees
- people from different faith backgrounds
- pupils who need support to learn English as an additional language (EAL)
- pupils with special educational needs
- children in public care
- other children, such as sick children, young carers and children from families under stress
- pupils who are at risk of disaffection and exclusion
- people with disabilities
-

This scheme should be read in conjunction with a number of other school policies, in particular;

- The Cadishead Carta
- Equal opportunities Policy
- British values policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct Policy
- Governors Code of Conduct Policy
- Safeguarding and Child Protection policy

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.

We will always seek to act within the framework provided by the Cadishead carta, respecting the rights it gives our learners and mindful of the responsibilities it gives those that work for and with the school.

At Cadishead Primary the adults have all agreed they will do these things, these are our learner's rights

We will keep you safe and happy.
We will treat you equally and fairly.
We will have fun learning about the world together.
We will help you to become the best person you can be.
We will guide you to become independent.

At Cadishead Primary the children have all agreed they will do these things, these are our responsibilities as learners.

We will respect everyone and everything in school.
We will be kind to each other.
We will listen when someone is talking to us.
We will follow rules and instructions.
We will always try our best!

4. School Profile

Cadishead Primary is located in the west of the city of Salford, close to the boundary with Warrington. It is an area where, in the past, heavy industry (Iron and Steel works, Tar works etc) sat alongside the older rural activities (Farming/market gardening). The heavy industry has now gone and been replaced by lighter industry and service industries on an industrial park on the site of the former Iron and steel works. Some local regeneration has taken place particularly along the main road, the A57 which is the only road in and out of the area.

The areas past means its population is largely White British (92.6%) with the largest non-white British group being White Other (which includes Eastern European migrants). This is reflected in the school's intake. Staffing at the school reflects this being mainly White British (95%).

The population of the area is growing as housing development takes place, with more scheduled.

The school has an average IDACI score of 0.23 which is lower than the LA average and in line with National levels of deprivation.

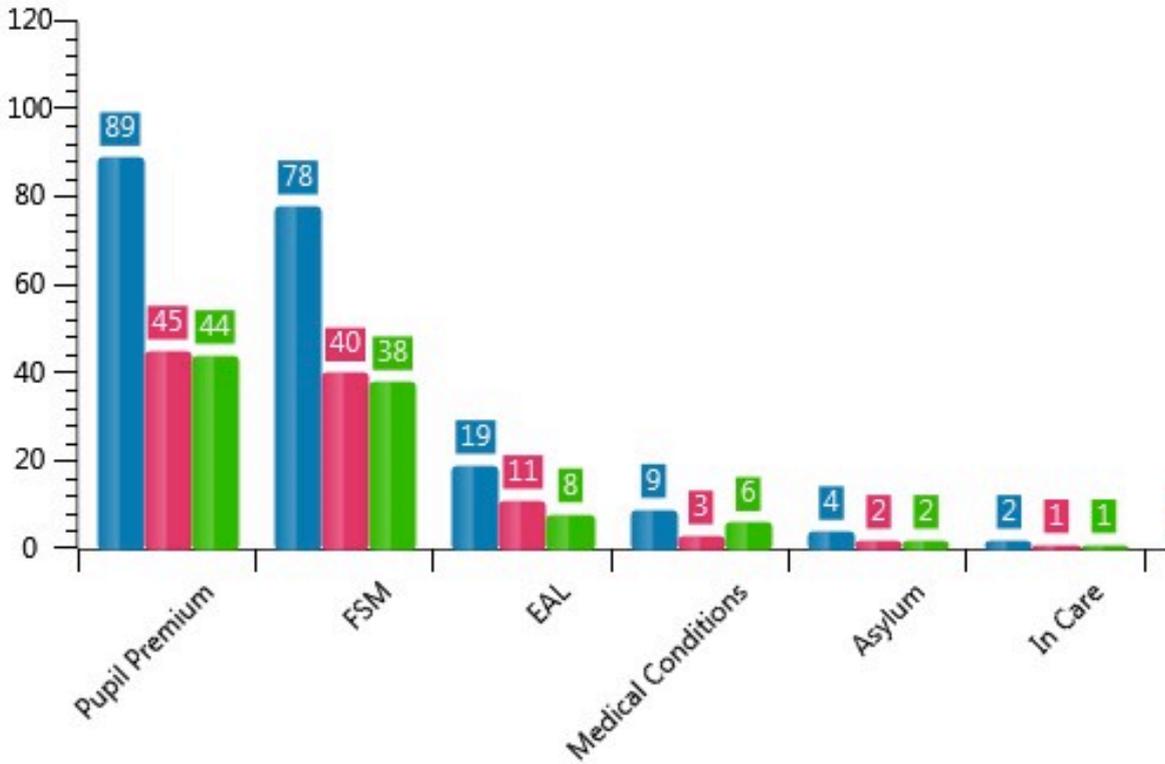
Currently the population has a higher number of residents with Level 2 Qualifications (GCSE/O Levels/NVQ) than Salford and National levels, but a significantly lower proportion of residents with Level 4+ qualifications (Degree/HNC) 16% - Salford 22% England 27%.

Household incomes are slightly above Salford averages but significantly below National averages.

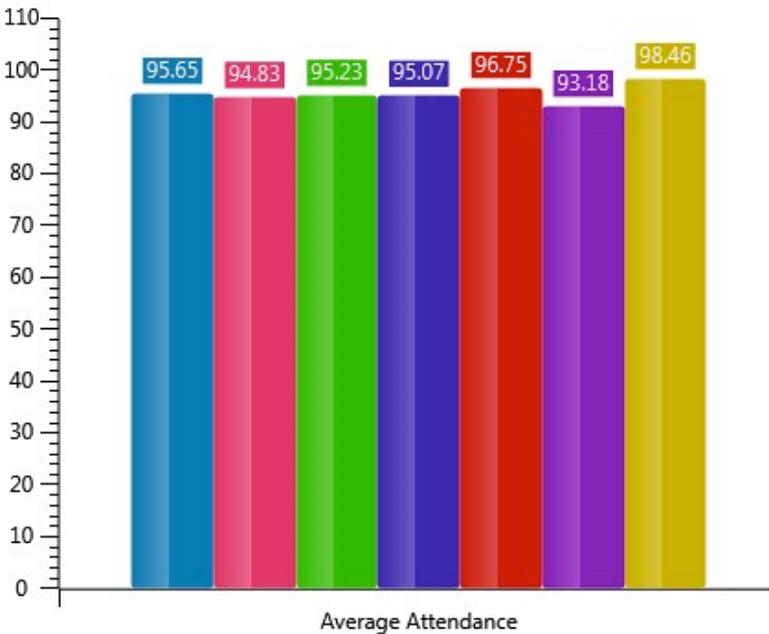
Incidents of Anti- social behaviour are higher than Salford and Greater Manchester averages, (50.2/1000 – Salford 40.1/1000, GM 47.5/1000)

Smoking rates -32% are high compared with National averages- 20% and rates of childhood obesity are higher than Salford and England averages.

The attainment of children at Cadishead Primary is above National averages in Reading , Writing and Maths at the end of KS2 and has been for over ten years. Cadishead Primary has Communication Friendly School Status and is currently working towards Emotionally Friendly School Status.



Student totals by Key Pastoral Factors
Blue – All Pink – Female Green – Male



Attendance Percentages totals by Key Pastoral Factors
Pupil Premium – FSM – EAL – Medical – Asylum - LAC

The attainment of different groups within school is constantly monitored to ensure that no ‘gaps’ appear or that action is taken to reduce or close any gaps as quickly as possible.

Current data suggests there are some gaps between;

- The attainment of Boys and Girls in all Key Stages (see table below)

| Key Stage Subject | Boys | Girls | Gap (National/LA Gap) |
|---------------------------------|-------|-------|-----------------------|
| FS GLD Percentage | 33 | 85 | 52(15) |
| KS1 R/W/M Combined Percentage | 31 | 68 | 37 (21) |
| KS1 Reading (ARE/GD) Percentage | 58/4 | 75/25 | 17/21 (9/7) |
| KS1 Writing Percentage | 42/4 | 68/29 | 26/25 (13/9) |
| KS1 Maths Percentage | 46/8 | 68/21 | 22/13 (2/3) |
| KS2 R/W/M Combined Percentage | 58/8 | 63/9 | 5/1 (8/3) |
| KS2 Reading Percentage | 68/19 | 73/23 | 5/4 (7/7) |
| KS2 Writing Percentage | 72/13 | 80/21 | 8/8 (8/9) |
| KS2 Maths Percentage | 74/27 | 81/32 | 7/5 (1/-3) |

NB The gap is much smaller in KS2 and the gap is smaller than the equivalent gap nationally suggesting school has effective practice in place to reduce the gap.

- The attainment of disadvantaged children compared with other children in FS and KS1 English (see table below)

| Key Stage Subject | Disadvantaged | Other | Gap (National/LA Gap) |
|------------------------------|---------------|-------|-----------------------|
| FS GLD Percentage | 29 | 62 | 33 (12) |
| KS1 Phonics Percentage | 70 | 75 | 5 (6/13) |
| KS1 Reading (ARE) Percentage | 43 | 75 | 32 (12) |
| KS1 Writing Percentage | 29 | 65 | 36 (15) |
| KS1 Maths Percentage | 50 | 60 | 10 (13) |

NB The gap in the KS1 Phonics assessment is smaller than the gap at LA and national and there is a smaller at KS1 in Mathematics suggesting English should be the priority area.

- The attainment of White British children and other children in KS1 (see table below)

| Key Stage Subject | White British | Other | Gap (National/LA Gap) |
|--|---------------|-------|-----------------------|
| KS1 Reading (ARE and above) Percentage | 68 | 100 | 32 (+1/5) |
| KS1 Writing Percentage | 49 | 100 | 51 (0/8) |
| KS1 Maths Percentage | 51 | 100 | 49 (0/5) |

NB There is no gap at FS and at KS2 White British children perform better than Other children suggesting this may be cohort specific.

5. Equalities Objectives

Our previous objectives in our Equality Action Plan were not specific and related to reducing gaps between different groups of learners.

As we have said we constantly monitor and seek to address any gaps but the following areas will be monitored and recorded as part of this scheme with specific targets for improvement as identified.

Having outlined our school's current strengths and challenges, we have identified the following 4 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 data as it appears above and after consultation with staff and governors.*

| | |
|---|--|
| 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:

- 1 Reduce/eliminate the gap between the attainment of Boys and Girls particularly; the percentage of boys and girls attaining GLD at the end of FS from 52 percentage points to National or better (15 points) and Reduce/eliminate the gap between the percentage of boys and girls attaining Expected level in Reading/Writing and maths combined at the end of KS1 from 37 percentage points to National or better (21 points).
- 2 Reduce/eliminate the gap between the attainment of Disadvantaged children and other children particularly; the percentage of disadvantaged children attaining GLD at the end of FS from 33 percentage points to National or better (12 points) and Reduce/eliminate the gap between the percentage of disadvantaged attaining Expected level in Reading and Writing at the end of KS1 from 32 percentage points to National or better (12 points) in Reading and from 36 percentage points to national or better (15 points) in Writing.
- 3 Reduce/eliminate the gap between the attainment of White British and other children particularly;

the gap between the percentage of WB/other attaining Expected level in Reading/Writing and maths at the end of KS1 from 32 percentage points in Reading, 51 points in Writing and 49 points in Maths to National levels where there is no real gap.

4 Reduce the number of incidents of racist language being used in school, as evidenced by records on CPOMs.

| Annual Review of Progress (date) | | | |
|----------------------------------|---|------------------------|-----------|
| Objective 1 | Steps being taken | Evidence of progress | By |
| FS GLD | Boy friendly resources purchased/ Training for FS teachers/ | See SDP - | July 2018 |
| KS1 R | Progress meeting identify children for intervention | Termly meeting records | Termly |
| /W | | | |
| /M | | | |
| Objective 2 | Steps being taken | Evidence of progress | By |
| FS GLD | Progress meeting identify children for intervention | Termly meeting records | Termly |
| KS1 R | | Termly meeting records | Termly |
| KS1 W | | Termly meeting records | Termly |
| | | | |
| Objective 3 | Steps being taken | Evidence of progress | By |
| KS1 R | Progress meeting identify children for intervention | Termly meeting records | Termly |
| KS1W | | Termly meeting records | Termly |
| KS1M | | Termly meeting records | Termly |
| | | | |
| Objective 4 | Steps being taken | Evidence of progress | By |
| | Anti Bullying Week | Curriculum records | |
| | PSHE lessons | | |
| | Awareness days | | |
| | Assemblies | Assembly logs | |
| | | CPOMs records | |

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 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:

- *Full consultation with staff, SLT and their teams*
- *full Governing Board discussions/consultation,*

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

11. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

12. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme on a termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

13. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

14. Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

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