

'Enjoy, Engage, Empower'

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence



Equality Scheme 2022-2025

Review date: Every 3 years

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Statement of purpose

We pledge:

- to respect the equal rights of all our pupils
- to educate them about equality
- to respect the equal rights of our staff and other members of the school community

We will assess our current school practices and implement all necessary resulting actions. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- age
- disability
- gender
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- gender identity
- sexual orientation

Statutory Requirements

The equality objectives below address our duties under current equality legislation, up to and including the Equality Act. They also relate to the Wigan Council procedure for recording incidents involving pupils in schools. We put in place all actions from Keeping children safe in education 2022.

The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

The Equality Scheme ensures that the requirements outlined in the EYFS Statutory Framework 2021 are included. The EYFS guidance offered by Birth to 5 Matters highlights that **inclusion and equality apply to all children and their families**. It is important to note that this is not just about treating everyone the same but that: racial and cultural differences should be recognised, discussed and valued.

Early learning opportunities offered in the Early Years encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- Ensuring that all children have equal access to early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy.
- Helping children to understand that discriminatory behaviour and remarks are unacceptable.
- Knowing children well, being able to meet their needs and know when they require further support.
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds.
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning.
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made.
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.
- Welcome the diversity of family lifestyles and work with families
- We encourage children to contribute stories of their everyday life to the setting
- We encourage parents and carers to take part in the setting and contribute fully.
- Adjust the environment and resources to accommodate a range of learning physical and sensory impairments
- Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their individual skills and abilities. Also recognise the different learning styles between learners.
- We have arrangements in place to support children with SEN or disabilities and we have a designated Special Educational Needs Co-ordinator (SENCO).

Community cohesion:

Parklee Primary School is a larger than average primary school which serves an area of mixed housing and family circumstances. Although data shows lower levels of disadvantage than that seen nationally, a number of our families are affected by poverty and urban adversity. A very large majority of pupils come from the Atherton wards and some parents are in higher education.

Ethnicity/Culture

Parklee Primary School is situated in the Atherton ward which serves a community which is a predominately all white, working class area. It has a working-class background with no significant movement out of the area. Almost all our pupils are of White British heritage backgrounds. Very few are from minority ethnic heritages. The vast majority of the children come from families who have lived in this area for many years.

Religion/Belief

Our school's religious beliefs are predominately of a Christian faith. A small percentage of children are of the Muslim faith and even smaller percentages follow other beliefs and faiths.

Impact evaluation indicates that in order for us to develop, the awareness and understanding of what community cohesion means for Parklee Primary school must be frequently refreshed. This ongoing awareness in all aspects of the life of the school enables staff and governors to be confident to talk about community cohesion and the ways in which they are involved and contribute towards it.

Responsibilities

The Headteacher takes the lead, but the governors as a whole are proactive and responsible for ensuring the school complies with all relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed by:

- Drawing up, publishing and implementing the school's equality objectives.
- Making sure the school complies with the relevant equality legislation.
- Making sure the school Equality Scheme and its procedures are followed.
- Monitoring progress towards the equality objectives and reporting annually.

The Head Teacher is responsible for:

- Making sure steps are taken to address the school's stated equality objectives.
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils and their parents and carers know about them.
- Producing regular information for staff and governors about the plans and how they are working.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school

All staff are responsible for:

- Promoting equality and community cohesion in their work.

- Avoiding unlawful discrimination against anyone.
- Fostering good relations between groups.
- Dealing with prejudice-related incidents.
- Being able to recognise and tackle bias and stereotyping.
- Taking training and learning opportunities.

The Head Teacher is responsible overall for dealing with bullying, reports of prejudice-related incidents or discrimination.

Visitors and contractors are responsible for following the relevant school policy according to our Equality Scheme.

Staff development

All staff have equal access to a rolling programme of Professional Development and training opportunities in terms of professional responsibilities as well as statutory requirements in relation to equality and cohesion and will follow the guidance of the Equality Scheme based on the Equality Act.

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and by sending an electronic copy for monitoring purposes to the local authority by email.

This scheme will be kept under regular review for three years and then replaced.

How we report on progress and impact

A report on progress with the actions listed will be published by the governors via the school website at the end of each school year.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

Annual Reports will also be available through Self Evaluation Summary and School Improvement Plan.

How we conduct equality and impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- age
- disability
- gender
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- gender identity
- sexual orientation

All school policies, plans and procedures will be assessed regularly over the next three years as part of a planned programme. When policies are reviewed impact assessments will be carried out as a matter of course and policies will be amended as necessary in regard to the general duty under the Equality Act.

Fundamental aims will be to promote equality of opportunity in all aspects of school life and the community.

Equality objectives identified by this process will be included in the three year plan.

How we chose our equality objectives

- Through rolling programme for regular monitoring of policies,
- Self evaluation
- Policy reviewing as part of Governor responsibility
- Review of impact / action plans
- Review of individual healthcare plans
- Talking, observing, consulting with all stakeholders
- Data analysis of all children
- School Ethos Council records
- Headteacher report to governors
- Racism logs
- Behaviour logs
- Attendance Records

How information gathered is used

- To inform future planning
- To adapt practice
- To meet children's specific needs through provision mapping and differentiation
- To inform/consult with the wider community/governors
- To identify future staff and governor training needs
- To review policies
- To create plans for action

Our equality objective-setting process has involved gathering evidence as follows:

- Equality impact assessments for community cohesion
- Attainment data analysis of children- through school tracking system
- Data for children eligible for free school meals
- Attendance data
- Behaviour logs
- Racism logs
- Data for social dimensions – ethnicity, culture, religion and belief, socio-economic
- Involving relevant people (including disabled people) from the start in the following way:
 - Pupil discussions
 - Parent/carers discussions
 - Consultation through questionnaires
 - Discussions with parents or carers for specific needs and care planning

- Specific discussions at Parklee School with a wheel chair user (where appropriate)

The evidence was then analysed in order to choose objectives that will:

- I. Promote equality of opportunity for members of identified groups
- II. Eliminate unlawful discrimination, harassment and victimisation,
- III. Foster good relations between different groups in terms of
 - Ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation
 - age

Three Year Equality Objectives for 2022 to 2025

General Duty – Disability Equality

We must have due regard to the following six areas in the operation of our school:

- Promote equality of opportunity between disabled and non-disabled people
 - Eliminate unlawful discrimination
 - Eliminate harassment of disabled persons that is related to their disability
 - Promote positive attitudes towards disabled people
 - Encourage participation by disabled people in public life
- Take steps to take account of a disabled person’s impairments even where this involves treating the disabled person more favourably than other people

We will achieve this by ensuring that every pupil receives the full curriculum and is helped to participate in all school activities, including trips.

We will ensure that we will do our best to ensure that the physical provision of the school does not prevent a disabled person having full access.

Definitions

The Disability Discrimination Act defines a disabled person as someone who has:
 “A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.”

- “Physical impairment” includes sensory impairment.
- “Mental impairment” includes learning difficulties and impairment resulting from or consisting of a mental illness.
- “Substantial” means more than minor or trivial.
- “Long term” is defined as 12 months or more.

This definition includes a wide range of impairments such as dyslexia, autism, speech and language impairments and attention deficit hyperactive disorder. These will only be defined

as a disability if the effect on the child's ability to carry out day to day activities is substantial and long term, as defined above.

Three year objectives to promote Disability Equality:

<u>Outcome</u>	<u>Actions</u>
Promote Equality opportunity between disabled persons and other persons by:	<ul style="list-style-type: none"> • Review and assess all policies and practices which promote equality and inclusion with regards to the Equality Act 2010 • Ensure all home/school correspondence is appropriate • All staff will have access to appropriate training • Training will be undertaken by Senior Leaders • Training records in place and up to date
Eliminate unlawful discrimination by:	<ul style="list-style-type: none"> • All visitors will be made aware of School Policies and protocols • We will raise the general equality awareness through the internal reviewing of structures, training – for all staff and governors, and through consultation procedures
Eliminate harassment related disabilities by:	<ol style="list-style-type: none"> 1. School logs will be used to record all incidents 2. We will ensure that all forms of bullying are not acceptable within our zero tolerance policy through: – <ol style="list-style-type: none"> I. Reviewing our anti-bullying policy to show compliance with due regard to the Equality Act 2010 II. Implementing staff training for all staff by a Senior Leader III. Reviewing our Behaviour Policy to comply with the Equality Act of 2010 IV. All staff will adhere to protocols and policies V. Records will be kept of all staff training, they will be monitored and updated regularly
Promote positive attitudes to disability by:	<ul style="list-style-type: none"> • A diverse range of stories/ curriculum materials will be purchased for each year group. • Jigsaw themes (PSHE) will continue to be implemented into whole school assembly and further developed through curriculum planning.

	<ul style="list-style-type: none"> • Activities from Jigsaw will continue to be used in assembly and PSHE lessons. • Jigsaw work will be displayed in classrooms and around school to give a higher visual profile. • Circle Time activities will be reviewed in order to ensure that some of these times lead with a positive theme towards disablement and do not just focus on actual impairments. • Disabled people/charities to be invited into school- e.g Disabled Authors, Guide Dogs as part of our planned curriculum. • Respect and moral values will be promoted through good role modelling e.g. all staff and visitors to have regard to disabled parking spaces, disability access and facilities available. • School website / letters to be available in large print / audio version if requested by parents and carers. • Parents and carers will be reminded that verbal explanations of letters and information will always be available on request • Promotion of inclusion through the ATSA and Manchester United Foundation sports experiences.
<p>Encourage participation by disabled people by:</p>	<ul style="list-style-type: none"> • All after school club activities will be inclusive and accessible • Monitor and evaluate present after school clubs and follow up activities to ensure that they are inclusive and accessible to all children including children from Early years to Y6 • Through school planning – class and assembly times- invite a range of disabled people into school assembly times to enrich the school curriculum and children’s experiences

Three Year objectives to promote Race Equality:

Outcome	Actions
<p>Promote equality of opportunity and eliminate unlawful discrimination by:</p>	<ul style="list-style-type: none"> • Policies and procedures will be reviewed and amended where necessary with due regard to the Equality Act 2010 • Relevant support services will be used fully and effectively and records kept • Opportunities for all staff to receive

	<p>appropriate and relevant training</p> <ul style="list-style-type: none"> • Pupil's achievement and data will be analysed through INSIGHT school data tracking system and through termly pupil progress meetings • Opportunities will be taken and made to discuss with parents and carers, any issues relating to equal opportunities • The recruitment of a member of staff who has an additional language or is from an ethnic minority will be considered equally • The recruitment of governors from ethnic minorities will be considered equally • Consideration will be given to using the school budget to continue to provide a member of staff with an additional language • The School Ethos Council will be involved in the promotion of equality of opportunity and evidence of this will be recorded through School Ethos Council minutes • The attendance of all pupils and especially ethnic minority pupils will be monitored to avoid vulnerability – evidence to be seen through attendance analysis. Days of religious observance will be authorised for non-attendance. • Attainment and progress data will be analysed to identify and target children who are underachieving • Parents, carers will be consulted through discussion, meetings, parent questionnaires, in order to evaluate and improve access to all school information
<p>Eliminate racist harassment by:</p>	<ul style="list-style-type: none"> • Effective use school logs and reports to governors • Updates and reporting procedures on CPOMS for new staff, present staff and pupils in order to address acceptable and unacceptable behaviour • Training will be provided for all staff led by a Senior Leader • Current anti-bullying policy and procedures will be evaluated and amended to address racial bullying, cyber bullying
<p>Promote good relations between different ethnic groups by:</p>	<ul style="list-style-type: none"> • PSHE lessons will continue to be part of a developing new challenging curriculum and planning will show that good relations between ethnic groups are actively promoted in lessons • Multi cross curricular links in equality procedures and policies will be promoted – this evidence of multicultural links to be

	<p>evident in all policies</p> <ul style="list-style-type: none"> • Visitors from different cultures, communities and disability groups will be invited and encouraged to come into school. • Evidence of these visits will be part of curriculum planning and Collective Worship planning and records of visitors to be documented. • Pupils work for Spiritual, Moral, Social, Cultural (SMSC) will be recorded in the back of RE/ History / English books.
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Three Year objectives promote Gender Equality:

Outcomes	Actions
<p>1. Eliminate unlawful sex discrimination by:</p>	<ul style="list-style-type: none"> • Policies and procedures with reference to the promotion of gender equality will be amended with due regard to the Equality Act 2010 • The impact of the Relationships and Sex Education policy 2021 will be reviewed and the Real Love Rocks programme taught with Y5/6. • Curriculum areas and current plans will be reviewed and adapted to ensure that they promote equal opportunity • Vulnerable groups will be identified and monitored through data analysis for low esteem and underperformance • Through frequent curriculum review we will promote equal opportunity – evidence for this will be within curriculum plans • Ensure that recruitment, appointment and pay policies adopted by Governors with reference to the promotion of gender equality will hold due regard to the Equality Act 2010 and are strictly adhered to
<p>2. Eliminate harassment related to gender identity and sexuality by:</p>	<ul style="list-style-type: none"> • Through meetings, documentation and planning everyone will be made aware of and understands the School Ethos – the evidence will be shown through a minimal number of gender related harassment incidents recorded in school logs • Staff training will address acceptable and unacceptable behaviour and will be available to all staff • Anti-bullying policy will be reviewed in order to ensure it protects children from harassment, sexist or homophobic bullying • The whole school will actively pursue the promotion of positive role models within policies, procedures, resources, visits and visitors to ensure that pupils show mutual respect to each other and to adults of all gender identity.

<p>3. Promote equality of opportunity between people of all gender identities</p>	<ul style="list-style-type: none"> • Curriculum areas and policies will be reviewed to ensure that they promote equality of opportunity with due regard to the Equality Act 2010 • School data will be used to analyse pupil's achievement and attainment – pupils who are underachieving will be identified and highlighted and provision will be put into place • The monitoring of vulnerable groups identified through data analysis for low esteem and underperformance will be targeted for improvement • Learning styles will be reviewed to ensure that they promote equality of opportunity with regard to the Equality Act 2010 • School Ethos Council will be involved in the promotion of equality of opportunity • Recruitment, appointment and pay policies adopted by Governors hold due regard to the Equality Act 2010 and will be strictly adhered to • We will utilise resources from Stonewall to support equality to ensure school is and LGBTQ-inclusive workplace for staff and environment for pupils and families.
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Children at Parklee Primary will not be grouped or split for any activity according to their gender (apart from changing for physical activities and swimming)

Three Year Access plan

Outcome	Actions
<p>1. Improvements in access to the curriculum</p>	<ul style="list-style-type: none"> • Monitor effectiveness of the current curriculum in meeting all pupils' needs from Early Years to Y6. • Develop The Nest provision in school to support the modified curriculum needs for SEND pupils. • Review staff training for areas within the 'Hidden' disability range- speech and language, visual communication, dyslexia, autism, severe learning difficulties, colour blindness etc. • Develop further the Trauma Informed / Therapeutic school provision to support pupils with SEMH needs. • Review Educational Visits arrangements identifying strategies to overcome potential disability access barriers by reviewing and updating policy.
<p>2. Physical improvements to increase access to education and</p>	<ul style="list-style-type: none"> • Annual review of Asset Management plan/Access plan and provide report for governors. • Identify record and implement appropriate healthcare plans, multi-agency referral systems, Early Help / Education Welfare Officer Meetings.

associated services	<ul style="list-style-type: none"> Review, training records- implement necessary staff training.
3. Improvements in the provision of information in a range of formats for disabled pupils	<ul style="list-style-type: none"> Review SEND Policy annually Update SEND register termly Develop SEND recording and assessment systems (Curriculum Book / B Squared) Identify the range of necessary communication strategies- written large print, audio, Braille, translation etc. and support with access to Statutory Assessment Tests.

Three-year Community Cohesion Plan

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Outcome	Actions
1. Teaching, learning and the curriculum	<ul style="list-style-type: none"> Quality first teaching are adhered to in PSHE and RE lessons so that children make good levels of achievement in relation to PSHE. Monitor and evaluate the RE curriculum with ATHOS consortia and ensure that it is responsive to world events in order to develop the children’s awareness of world issues and for them to begin to understand the impact of these on their lives and the lives of others around them. Raise awareness and understanding of what community cohesion means for Parklee Primary school promoting tolerance and understanding of diversity through curriculum and SMSC experiences. School Ethos Council will be involved in the planning of exciting activities in order to develop their confidence in becoming effective and informed decision makers. Children will be increasingly involved in reflecting on their own learning in relation to PSHE, RE, school assembly and through core subjects and foundation subjects. Activity seek ways to include and promote gender, ethnic minority and disabled individuals and groups through the curriculum e.g. Black History Month, Artists, Historians and Explorers.

<p>2. Equity between groups in school</p>	<ul style="list-style-type: none"> • Staff training to support the needs and make best provision for all learners • Assemblies to support children in their understanding of equity and tolerance of the needs of others in line with the Trauma Informed approach. • Keep the costs down to a minimum to support families facing financial hardship with fund raising kept to an affordable minimum and collections for Harvest / Christmas being directed to families/ Atherton Foodbank. Educational Visits to be kept to an affordable contribution.
<p>3. Engagement with people from different backgrounds and with additional needs</p>	<ul style="list-style-type: none"> • To further develop links with parents by engaging parents and carers from the very beginning of their child's education. • Further develop links with Start Well Centres and establish systems for sharing information prior to children starting school, particularly in relation to engaging hard to reach/vulnerable children. • To continue to support children, parents and carers at the point of transition for each year group with SEND Passports • Provide social opportunities for parents and carers to network. • Support families who are separated and treat both parents equally in respect of communication about their child's education and wellbeing keeping records. Ensure parents evening invitations are offered twice per year and Annual Reports sent to both parents.

Parklee Primary School Equality Scheme will be reviewed by July 2025

Signed _____ Headteacher Date _____

Signed _____ Named governor Date _____

Signed _____ Chair of Governors Date _____