

ASHTON WEST END PRIMARY SCHOOL

Equality Scheme 2010-2013

1. Statement

This scheme outlines the commitment of the staff and Governors at Ashton West End Primary School to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

- a) In accordance with *school values* we pledge:
- to respect the equal human rights of all our pupils
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to educate pupils about equality
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
- Gender
 - Race
 - Disability
 - Religion or belief
 - Sexual Orientation
 - Gender Reassignment
 - Pregnancy and Maternity
- c) 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:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006. (This can be a separate document)*

3. **Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

The school population is multi-ethnic and multi-faith and reflects the cultural mix within the community. The staff within the school also reflects the mix within the community.

- Religion/belief context of the school (local and national)

The religious ethos of the school reflects the different faiths within the school. Through assemblies and the curriculum pupils are given the opportunity to develop understanding of major religion.

- Socio-economic context of the school (local and national)

Ashton West End Primary School is a Community School which is located in an area of high social deprivation which is based on the percentage of free school meals.

- Current issues affecting cohesion at school, local and national level. Due to the makeup of the school population and the location of the school there are few issues affecting cohesion at school.
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4. **Responsibilities**

Mrs Baxter the named Governor will take the lead but the **governors** as a whole are responsible

For:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- 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; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.

- anticipating and 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; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

5. **Staff development**

We ensure that all staff, including support and administrative staff and governors will receive appropriate training and opportunities for professional development.

6. **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 as paper document on request and on the school website and by sending an electronic copy for monitoring purposes to the local authority by email to justin.wiggin@tameside.gov.uk

The scheme will be kept under regular review for three years and then replaced in September 2013.

7. **How we report on progress and impact**

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2011, 2012 and 2013.

A copy of each annual report is sent for monitoring purposes to the local authority by email to justin.wiggin@tameside.gov.uk

or by internal mail to Children, Learning and Economic Services, Participation and Equality Officer, TMBC, Room 2.107, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside. OL6 6DL

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.

8. **How we conduct equality impact assessment**

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

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- pregnancy and maternity and
- age

And other protected characteristics

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found at

Must be completed

9. How we chose our equality objectives

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

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data

Monitoring attendance for different groups of pupils
Attainment gaps for different groups.

- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - Use the Raiseonline data to track the progress of different groups of pupils.
 - Use published data to compare the achievement of the pupils with national data.

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, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,

- gender and gender identity,
- disability,
- sexual orientation,
- pregnancy and maternity and
- age.

And other protected characteristics

10. Three-year equality objectives 2010-13
(to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To raise the attainment of all pupils regardless of race, class, gender, disability age, sexual orientation and religion or belief.
To ensure all pupils are given equal access to the National Curriculum.
The recruitment of staff are based on procedures which are fair and open to scrutiny.

11. Three-year access plan 2010-13

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<p>Through our work with disabled pupils we have develop He process for engaging parents when looking at support for disable pupils.</p> <p>Within the school there are a range of support including resources and staff with relevant knowledge to meet the need of pupils.</p> <p>The school will continue to provide training for staff.</p> <p>Engage with parents and pupils when considering their needs.</p>
ii. physical improvements to increase access to education and associated services	<p>The school already have in place good access for disabled pupils. We also have good links with a range of agencies who have and will be able to provide support for a range of needs.</p> <p>The action needed is to continue to improve the links with the different agencies in order that we can provide support for</p>
iii. improvements in the provision of information	

in a range of formats for disabled pupils	
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12. Three-year community cohesion plan 2010-13

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

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	<p>We have links with schools in Goa with provides the pupils and staff with the opportunity to access the wider curriculum.</p> <p>To continue to develop links with the community through visits and people in the community working with the school.</p> <p>We already use our video-conferencing facilities to link with a number of schools outside the local area. This will continue to develop and extend to a wider audience.</p>
ii. equity between groups in school, where appropriate	<p>Ensure that the activities offered are inclusive of children with special educational needs and children with disabilities.</p> <p>Children whose first language is not English have full access to activities and are supported in their learning and play.</p>
iii. engagement with people from different backgrounds, including extended services	<p>Through participation in religious celebrations and festivals pupils will have a greater understanding of different cultures and religion.</p> <p>Pupils have the opportunity to visit different places of worship and to engage with visitors to the school.</p> <p>Pupils have the opportunity to engage with different community groups.</p>

Date approved by the Governing Body: 15th June 2011.

Review Date: Autumn 2014.