



CLIFTON COMMUNITY PRIMARY SCHOOL EQUALITY SCHEME

'Enjoy and Achieve Together'

Head Teacher L.M.Jones	Sign and Date	December 2022
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Next Review Date	December 2023
Committee Responsible	Governing Body
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	December 2022	Updated version of the scheme to take into consideration the changing make up of the school context	Staff shared / website
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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 equalities and human rights agenda is about proactively working to address inequalities and improving 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 document serves a few purposes, it sets out our schools 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 equality groups protected by the Equality Act 2010, it 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 an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

Signed by Headteacher Name ...L.M.Jones Signed L.M.Jones... Date.....Nov 2022.....

Signed by Chair of Governors Name J.Elliott ... Signed J.Elliott..... Date...Dec 2022

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.

3. School Ethos

SCHOOL ETHOS

‘Enjoy and Achieve Together’

- Everyone in the school community will be valued as an individual and encouraged to be successful citizens and lifelong learners.
- We promote British and co-operative values and attitudes to equip children for learning in a diverse society.
- We recognise that every child matters, we will nurture and support their abilities, helping them all to achieve their potential.
- We provide a high quality education and opportunities to nurture all talents in academic, sports, arts and cultural beliefs.
- We develop relationships based on trust, honesty and respect. We value each other as individuals where everyone is optimistic and proud of their achievements and those of others.
- We strive to always have a vibrant exciting atmosphere in which children and staff feel safe and happy.
- We believe that happy children learn.

¹Groups 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.

4. School Profile

- There are currently 304 pupils on roll at the school, making it larger than average primary school in the area.
- There are around 27 children with full-time Nursery places.
- Around 45 children join the school at the start of the Reception Year.
- There are two Reception classes and three classes in each of the KS1 and KS2 year groups.
- Most pupils are White British with a small proportion of pupils from a range of other heritages and backgrounds.
- A small minority of pupils are at an early stage of learning to speak English as an additional language.
- The proportion of pupils with Special Educational Needs is well above average.
- The proportion of pupils known to be eligible for support through pupil premium funding is high when compared to the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in reading, writing and mathematics.

5. 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.

6. 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.

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 relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

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
- Student involvement in debates about change (Through our Student Council).
- Rich learning experiences about human rights inside and outside of the classroom

9. Engagement and Involvement

We involved governors in creating this Equality Scheme and have used it to form an Action plan that will be regularly reviewed to ensure that the scheme is being implemented effectively.

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 Body, 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
- 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

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

- 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 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.

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 us on 0161 921 1845

SINGLE EQUALITY PLAN 2022 – 25

EQUALITY STRAND	ACTION	MONITORING	KEY PEOPLE	TIME FRAME	SUCCESS INDICATORS
ALL	Publish & promote the Equality plan through governor meetings, staff meetings, the school website & newsletter.	Review at staff meetings, governor meetings & the parent survey.	SLT and FGB	Immediately after the Equality Policy is agreed by the governing body.	Staff are familiar with the principles of the Equality Plan and use them in their teaching. Parents are aware of the Equality Plan.
ALL	Monitoring & analysis of pupil achievement by race, gender & disability	Achievement data analysed by race, gender & disability	SLT and FGB	Termly review	Analysis of data shows whether all groups are reaching their potential. If any gaps are identified then the data is used to address them.
ALL	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, religion and belief, gender & disability, sexual orientation	Medium term planning reviewed termly.	SLT and FGB	Termly curriculum review	Notable increase in participation & confidence of targeted groups.