



# **Peel Hall Primary School**

## **Equality Policy**

2017

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.

## **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 how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act 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.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it.

## **School values**

Everyone at school wants each and every child to achieve their very best and everything we do strives towards that aim.

We endeavour to ensure that all children enjoy school, feel safe, are challenged, engaged, and motivated to be the best they can be. As a fully inclusive school, we provide a broad, balanced and appropriate curriculum for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We learn from each other and promote the British values of tolerance, mutual respect, democracy and the rule of law alongside other values such as self-belief, perseverance and friendship.

## **EMPLOYMENT**

As an employer, our School is committed to the employment policies and practices of Salford City Council for every member of staff, including part-time, supply and ancillary staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are committed to equal opportunities practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

## **RACE EQUALITY**

In line with the requirements of the Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our School must be a safe place for everyone and we are committed to the principles of:

- tackling racial discrimination
- promoting equality of opportunity and good race relations

### **Tackling racial discrimination**

We will tackle racial discrimination by monitoring the outcomes of opportunities at our School and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the School's usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our School. Racist incident report forms will be completed to help the School monitor incidents and take appropriate action, with a summary of incidents being reported termly to Governors. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

## **Promoting equality of opportunity and good race relations**

These aspects of our race equality work will largely be done through monitoring (see Objectives section) and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

## **GENDER**

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the School will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE;
- avoiding gender stereotyping when organising pupils into groups.

## **SEXUAL ORIENTATION AND GENDER IDENTITY**

This School is fully committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for pupils and staff based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole.

## **DISABILITY**

The School is fully committed to the new duties placed on Schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

We will consider the needs of all people in School including:

- pupils who may be disabled but not have a statement of special educational need not be on any stage of special needs assessment;
- teachers and other School staff;
- Governors;
- all visitors to School.

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the School will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks;
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
- identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

## Salford's profile

Salford is a growing and increasingly diverse city. The city is home to Salford City College and the University of Salford, two mosques, one Gurdwara, a number of synagogues and churches.

There remain significant gaps between the most and least deprived parts of the city, and also between Salford and the rest of the North West and UK. It remains the fourth most deprived authority, in terms of both income and employment, in Greater Manchester and 15th in the Index of Multiple Deprivation in 2007

In 2009 the Office of National Statistics (ONS) estimated that the population of the city was 225,100. Of those 225,100 people:

- 41,000 were aged 0 -15 (18.2%),
- 144,900 were of working age (64.37%)
- 39,200 were older people aged over 60 for women or 65 for men (17.41%)

Salford experienced a 30.1% growth in the number of residents aged between 20 and 24 years, between 2001 and 2007.

Salford also received net inward migration of between 3,000 and 6,000, 16 to 24 year olds per annum. The ONS estimated that 1,200 people migrated to the city during 2007/08 and that the population grew as a whole by 2,100 people.

The city's mix of BME communities is unique to the region. The rapidly expanding Orthodox Jewish community, the second biggest outside London, is now believed to number in the region of 10,000 people - currently equivalent to 1 in 22 Salfordians, and around 10% of all young people in Salford are Jewish.

The 2001 Census recorded only 3.87% of the population of the city was non-white. In 2007, however, the Office for National Statistics had revised this to 7.99%.

The data from our schools census suggests a continuing trend towards diversity, with 85.5% of Salford pupils identifying as White British in 2010 compared to 96.8% in 2001.

The University draws learners from across the UK and the world, whereas the intake at the College is sourced much closer to home. This diversity is reflected in the statistics: in 2006-7, 18.2% of those entering undergraduate courses at the University were of Black, Minority Ethnic (BME) heritage. In addition, 9.5% considered themselves to have a disability.

Since 2004 Salford, like many areas of the UK, has seen a rapid influx of migrant workers from central and Eastern Europe, the city has been one of the region's main gateways for asylum seeker dispersal.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around Manchester city centre (which includes the central Salford electoral wards). Anecdotal evidence suggests a relatively well established community in the Lower Broughton and Pendleton areas close to the University.

Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

The 2001 Census also indicated that 22.82% of the population had a limiting long term illness.

At the other end of the age spectrum, there was a relative worsening in the extent to which income deprivation affects older people. Over the age of 75, the proportion of women to men in every ward of the city is in the region of 3:2, which can be partly explained by the lower life expectancy for men than women

We know that nearly half of all people claiming Incapacity Benefit in Salford do so for mental health reasons, which is 10% higher than the average for England.

The most common type of reported hate crime in Salford is racially aggravated hate crime incidents. Jewish and Muslim people are at much greater risk of being a victim of hate crime in Salford. For example, of the 206 anti-Semitic incidents in Greater Manchester recorded in 2009 by the Community Support Trust, 75 were in Salford. Research on Muslim communities in central Salford completed in 2010 revealed that 28.9% had experienced racial and other forms of harassment.

By 2024 our population is projected to have increased to over 240,000 people.

### **School profile**

In order to meet our equality objectives it's important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

The school serves Little Hulton. The majority of children are of white British background.

The percentage of pupils from minority ethnic backgrounds is 19%, excluding Nursery

11% of pupils have English as an additional language, excluding Nursery

The school serves an area of deprivation. The percentage of children eligible for free school meals is 70% based of EVER 6.

Currently, 26% of the children in school receive SEN support. 2.7% have an EHCP or Statement of Special Educational Needs.

### Equalities objectives

Having scrutinised our school strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to the outcomes for all our children.

Objective	Action	Success Criteria
To improve early learning for our disadvantaged children.	Deliver Speech and Language support and intervention in the Early Years.	The gap is narrowed for disadvantaged children in Early Years.
To improve the achievement of disadvantaged children across all phases of learning.	Use the Pupil Premium to improve learning outcomes for disadvantaged children.	Narrow the gap between this group and others nationally.
To improve the achievement of pupils identified as having special educational needs (including those with a statement or EHCP) and those with disabilities.	Ensure children are supported effectively by staff, who are well trained in how to plan and deliver intervention strategies suited to the needs of individual pupils.	Narrow the gap in achievement by this group and their peers nationally.
To improve the achievement of pupils where English is an additional language.	Ensure children are supported effectively by staff who are well trained in how to plan, organise and deliver strategies suited to the needs of learners of any age with English as an additional language.  Ensure families feel supported by school.  Ensure curricular resources reflect diversity.	Children with English as an additional language make good progress and are supported to achieve. Narrow the gap between this group and others nationally Families feel supported.

## **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 an accessibility action plan which outlines our plans and commitment to increase accessibility of our school environment.

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

## **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 the information from community impact assessments.

## **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 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;

## **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.
- Rich learning experiences about human rights inside and outside of the classroom

## **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 will be a significant factor in selection during any tendering process.

## **Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Board, Headteacher, senior leadership 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 Headteacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board termly, 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 an annual 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
- 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

## **MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY**

A variety of information, including quantitative and qualitative data, will be used. Annual reports will indicate progress on equalities issues outlined in the annual Action Plan.

It will include:

- Data on pupil attainment, by gender, ethnicity and disability
- Access to the curriculum and subject areas
- Exclusions from School
- Exclusions from areas of the curriculum, including School trips and extracurricular activities
- Punishment and rewards
- Staff recruitment and career development
- Analysis of racist incident report forms
- Ofsted reports on School's educational provision and standards
- Consultation with parents, pupils, Governors and the LEA
- The Policy will be reviewed every two years in the Summer term

Policy Date: June 2016

Next Review Date: June 2019