

# Lower Kersal Primary School



EQUALITY SCHEME

*Policy updated: Jan 2018, July 2019  
Next review: July 2020*

## **Contents Page**

1. Foreword. Page3
2. Introduction. Page 4
3. School Values, Ethos/Mission Statement. Pages 5
4. School Profile. Page 7
5. Equalities Objectives. Page 8
6. Accessibility Action Plan. Page 9
7. Community Impact Assessments. Page 9
8. Community Cohesion. Page 9
9. Human Rights. Page 10
10. Engagement and Involvement. Page 10
11. Procurement and Commissioning. Page 10
12. Roles and responsibilities for implementing the Single Equality Scheme. Page 11
13. Annual Report and Review. Page 12
14. Feedback and Complaints. page 12

## 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 a revised single Equalities Scheme for *Lower Kersal 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: S Steward                      Signed.....                      Date: Jan 2018

Signed by Chair of Governors

Name: P Scott                      Signed.....                      Date: Jan 2018

## 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 characteristics<sup>1</sup> - 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

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community. We also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

At Lower Kersal Community Primary School we:

- Recognise each person's uniqueness and individual needs and encourage him/her to take full advantage of all school life can offer.
- Provide a safe environment, which nurtures a love of learning and for life it's self and which enables each person to have increased aspirations.

- Provide a varied curriculum, which is both broad and balanced and is enhanced with variety of enrichment events and after school activities.
- Provide for all aspects of children's /staff development to enable each pupil/staff member to achieve his/her full potential.
- Provide boys and girls from all social and cultural backgrounds, irrespective of ability, the same educational opportunities.

It is the school's aim that pupils:

- Are numerate and literate, and can apply these skills in everyday situation.
- Have a wide range of knowledge and skill at an appropriate level, reflecting the broad curriculum provided by the school.
- Explore a wide range of the school's extra-curricular activities and that non-vocational and leisure interests emerge.
- Gain a sense of satisfaction from personal achievement and become self motivated 'learners' (in the widest sense)
- Appreciate the conventions of social behaviour.
- Have a sense of responsibility towards others and accept responsibility for their own actions/behaviour.
- Have a positive self-image whilst holding realistic perception of their own strengths and weaknesses.
- Accept personal limitations and those of other people.
- Respect the rights and values of others i.e. a different point of view personality, value system, taste, faith.

At Lower Kersal we strive to forge learning links with other schools, nurseries and our named secondary school The Albion Academy. We aim to develop links with the community into the school, to make visits to the community from the school.

### **Community Cohesion**

#### **What do we mean by Community Cohesion?**

Lower Kersal Community Primary School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio economic groups.

### **Our commitment**

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

- the school community
- the community within which the school is located
- the community of Britain
- the global community.

### **Our achievements**

- CPD delivered to staff on promoting British values.
- Assemblies delivered to children on specific aspects of British values.
- Art workshops for children and parents.
- Raising awareness of British values through display work, accessible to parents and visitors.
- School council promotes respect for others, democracy and valuing others.
- Healthy school initiative explored in the curriculum and with parents.
- Visits from the school nurse and the 'life caravan' (smoking, drinking, the human body and relationship objectives covered).
- Anti bullying week is celebrated in school and children sign a pledge.
- Links are made with other schools in the local community.
- Awareness days eg: Autism awareness day

We recognise that our school has a responsibility for educating children who will live and work in a country which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that we have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people and different groups – Age, sexual orientation, religion and belief.

#### 4. School Profile

Lower Kersal Primary School was opened in 1929 and is set in extensive grounds with a large central courtyard area. There are two playgrounds and a large playing field.

In 1994 Lower Kersal Primary School was the first of Salford's Primary Schools to be awarded community school status in recognition of our activities which bring school and its community together.

Lower Kersal Community Primary School is an average sized school serving an urban area, close to Salford city centre. The proportion of pupils known to be eligible for free school meals is more than twice national average. The percentage of pupils with special educational needs and/or disabilities is currently above national average. Most pupils (currently 58%) are of White British heritage. School has 10 of the 17 ethnic groups. A total of 12 languages are spoken in school and 36% of pupils are learning English as an additional language. We have a range of religions and beliefs in school including Christian, Muslim, Jehovah witness and 47% have stated they have no religion or belief. The incidence of pupils entering or leaving school part way through their education is higher than is seen nationally.

LKPS is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having special Educational Needs and/or Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The proportion of disabled pupils and those who have special educational needs supported through 'SEN support or an EHCP' is above the national average.

We believe that all children should be equally valued in school. We will strive to ensure that children with SEND are not treated less favourably and to develop an environment where all children can flourish and feel safe, healthy and happy. We want children to achieve their best, engage fully in the activities of the school and make successful transitions into adulthood.

LKPS is an inclusive school. We aim to engender a sense of community and belonging, and to offer new opportunities to learners which take account of their valued life experiences and needs.

Attainment on entry is below national age-related expectations. Attendance is slightly below national average.

We believe in equality of opportunity for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners, particularly those that are vulnerable in some way which may include.

- Girls and boys, men and women
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Learners who needs support to learn English as an additional language (EAL)

- Learners with special educational or additional needs including dyslexia, ASD, ADHD
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

## 5. Equalities Objectives

Having outlined our school's current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Objective	Activity	Outcome sought	Name of person responsible	Name of person reporting to	Target date	Review date
Implementation of 2017 Equality scheme	Publicise scheme for parents and staff	Parents and school community are aware of the Equality Scheme	S Steward	Governors	Jan 18	July 18
Active celebration of different faiths	Timetable of assemblies to reflect special times of the year for different cultures. RE curriculum for all classes to reflect diversity of religions	The profile of diversity is raised through pupils learning about different cultures beliefs	All CTs C Chipchase	SS	Throughout the academic year	Annual curriculum review
To support EAL students with access to the curriculum	Intervention programme put into place to support EAL pupils	EAL pupils are confident and integrated into lessons	S Mitchell	SS Staff Parents	Half termly	July 2018
Gender/Race/	Ensure all	Curriculum	All CTs	SS	Half termly	July 2018



Disability	have equal access to all aspects of the curriculum and that all are making good progress	motivates all pupils. All teachers are aware of the gaps in learning for different vulnerable groups.				
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We identified these objectives based on information gleaned from staff, pupils and parents.

Date objectives agreed with Governors	8.02.18
Progress reviewed (to be done annually)	Summer 2018 Sub committee
Date next review due	Autumn 2018 Sub committee

## 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:

- Staff meetings
- Governor Meetings
- Parent Workshops
- Parent's Evenings
- School Council Meetings
- School Website and Twitter
- Children and Parent Suggestion Box
- Parent Drop ins
- Letter to parents to seek their views and opinions on the single equality and community cohesion policy.
- Working party for parents
- Questionnaires for parents, staff and pupils

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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M7 3 TN*

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