

SALTFORD CHURCH OF ENGLAND PRIMARY SCHOOL



Single Equality Scheme

SINGLE EQUALITY SCHEME (MARCH 2022)

Introduction

Salford Primary School welcomes its responsibilities to promote equality of opportunity and outcomes for the different groups of people who are part of its community. We complete a Single Equality Scheme (SES) to gather equality data and use this information to further promote equal opportunities in line with the Equality Act 2010.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable from April 6th 2012

This SES will, therefore, describe how we meet our obligations above.

The SES reviews and draws together information, issues and potential areas for improvement.

On the basis of the evidence collected, the schemes associated action plan identifies strategic areas, with regard to equality and diversity, in which we will concentrate our efforts to improve outcomes over the academic year. This action plan is flexible and may be subject to change, omission and additions as school priorities and children change and grow.

This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible, and ultimately in providing a quality learning experience for all the children at Salford Primary School.

Meeting our duties

Under the public sector equality duty, all schools have responsibilities to promote equality across the protected characteristics of race, disability, gender, sexual orientation, religion/belief, age, marriage & civil partnership, pregnancy & maternity, and gender identity, age*, and marriage & civil partnership*

*These characteristics only apply in the consideration of issues affecting staff

Race equality

The definition of institutional racism is, “the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.” This can be seen in processes, attitudes and behaviours that amount to discrimination, through unwitting prejudice, ignorance or thoughtless racial stereotyping, all of which disadvantage minority groups. A racist incident is, “any incident which is perceived to be racist by the victim or any other person.” Any incident of racial harassment is unacceptable at Salford Primary School. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil’s race or ethnicity.

Our policy for dealing with institutional racism including racial harassment is outlined in our AntiBullying Policy and our Dealing with Racist Incidents Policy.

Disability equality

The Equality Act requires schools not to treat disabled pupils less favourably than non-disabled pupils. Schools are also required to make reasonable adjustments to ensure that disabled pupils can fully participate in the education provided by the school, and so that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

Gender equality

This involves the need to consider actions to address the causes of any gender pay gap. As a school we have adopted the Wellsway Multi Academy Trust’s pay and grading policy. We also ensure that this is consistently applied. Through the application of this policy we ensure that pay

decisions, including procedures for awarding teaching and learning responsibility points, and decisions that may affect teachers on maternity leave, are free from discrimination and that the needs of staff in relation to working hours are reasonably considered. Our Staff Recruitment selection policy and procedure spells out our duty not to discriminate on gender or any other grounds. We also ensure fair access to training and development opportunities.

Transgender

Transgender people are explicitly covered by the public sector equality duty. The term transgender refers to a range of people who do not believe that the gender they were assigned at birth is their true gender. The school will respect the confidentiality of transgender pupils and staff, and those seeking gender re-assignment and will provide a supportive environment within its school community. Any incidents of bullying or harassment will be dealt with swiftly according to the schools anti bullying policy.

Sexual Orientation

Saltford is committed to eliminate discrimination or harassment in relation to sexual orientation. It is explicitly stated within our anti-bullying policy that homophobic bullying and harassment will not be tolerated. We have also audited our library books and other resources to ensure that they include storybooks that are relevant to pupils with lesbian or gay parents.

Community cohesion

We also have a responsibility to promote Community Cohesion, developing good relations across different cultures, ethnic, religious and non- religious and socio - economic groups. This is in relation to our local community, National and global communities. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Religions/beliefs

We strive to ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Saltford Primary School is committed to equality of opportunity for all regardless of faith and belief systems, whilst, as a Church of England school, maintaining its Christian Ethos.

Any bullying and harassment concerning any of the issues outlined in this document are taken extremely seriously by the school and will be dealt with in accordance with the school's anti-bullying policy

Our school values and visions

School Context

Saltford Primary School is a larger than average Church of England Voluntary Controlled primary school situated in the village of Saltford, outside Bath. The school has two classes per year group and provides education at Foundation Stage, Key stage 1 and Key stage 2 (Years R to 6). It admits up to 60 children into Year R. The catchment for the school varies year on year as we do not have sixty four and five year olds living in the village. Prior attainment for a large majority of pupils is broadly in line with other pupils nationally.

Approximately 50% of pupils come from the predominantly affluent wards of Saltford. However, pupils are drawn from a variety of other wards and statistics for the percentage of people living in overcrowded households varies from 1.8% to 21.8% reflecting a wide spectrum of social and economic background.

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	School	National
No on roll	436	251
% girls	50%	49%
% boy	50%	51%
% of pupils known to be eligible for free school meals (FSM)	4%	26.2%
% of pupils from minority ethnic groups	23%	27.7%
% of pupils first language not / believed not to be English	2%	10.6%
% of pupils with SEN (including EHCs)	14%	18.5%

We have identified approximately 10-15% of more able pupils from each class for English and Maths, although this varies amongst the cohorts

Collecting and analysing equality information for pupils

Saltford CofE Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

Currently we collect and analyse the following equality information for our pupils:

- Current attainment
- School attendance levels
- Attendance at after School activities.
- Complaints of bullying and harassment
- Equality questionnaire for parents regarding gender, disability, religion and community cohesion at the school.
- Pupil questionnaires about learning, safeguarding and their identity as a member of the school community.

We have identified the following areas for close monitoring from this information-gathering exercise:

PROGRESS

- *Progress of pupil premium children compared to non-pupil premium children.*
- *This will be addressed through strategic planning and outlined within the Pupil Premium strategy statement.*

ATTENDANCE

- *The school already has in place successful strategies to support and promote the attendance of Pupil Premium pupils and any pupil with less than 90% attendance.*
- *There is an equal split of boys and girls and no pattern in terms of ethnicity. Therefore no issues to address with equality related to school attendance.*
- *Attendance at school clubs is well balanced in terms of equality. We continue to seek to identify whether there are any significant barriers to attending clubs.*

COMPLAINTS OF BULLYING AND HARASSMENT

- *Incidents of bullying and harassment at the school remain rare. The school remains vigilant for incidents of bullying or harassment however and any such behaviour is taken extremely seriously and is investigated and dealt with in accordance with the school's anti-bullying policy. The school reinforces its anti-bullying policy with the children during anti-bullying week and through the PSHE curriculum.*

PARENT QUESTIONNAIRE

Every year the school sends out a questionnaire to all parents of the school.

This is to identify any strengths, barriers or problems and help make the school more inclusive place. In the 2020-21 questionnaire we had a 131 responses which ensures an accurate picture of how the school community views equality at Saltford Primary School.

Equality actions which have arisen from the questionnaire include:

- *Following up any negative responses to questionnaire*
- *Eradicating potential barriers to joining gender bias activities e.g. for example attendance at clubs.*
- *Ensuring parents are fully aware of the R.E. curriculum and how we ensure we teach about all religions.*
- *Ensure all religions and/or beliefs are understood and respected by pupils at Saltford.*
- *Ensuring we provide equal opportunities in a range of sports both within school and when competing against others.*

Collecting and analysing equality information for employment at Saltford Primary School

Saltford Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment. We also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We currently employ 58 staff members at the school to undertake a range of duties. Currently we have:

- 7 males
- 51 females
- 56 have an ethnicity classed as White British and 2 as Any Other White Background. - No staff have indicated they are disabled.

The school workforce census enables us to collate data on staff relating to gender, race and disability. All staff vacancies are filled using equality impact assessed application forms which contain requests for information relating to ethnicity, gender, sexuality and disability. We acknowledge that this is not a specific requirement under the current legislation, but is best practice.

Currently we collect and analyse the following profile information for our staff:

- Staff profile
- Disciplinary and grievance cases - if any
- Staff appraisals/Performance Management
- Attendance on staff training events

We have been mindful of the Law relating to confidentiality when devising this plan and action plan. Although there is a statutory duty to share information about the school's Single Equality Scheme, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

In line with GDPR, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to the working party.

Consultation and involving people

We involved pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan.

Examples include:

- Discussions at School Council meetings.
- Discussions with the school Equalities team.
- Discussions with pupils - PSHE lessons throughout the school.
- Delivery of values based themes during collective worship and opportunity for children to follow this up in class assemblies weekly.

- Weekly teacher's assembly to reinforce messages about our collective roles and responsibilities at the local and global level and to explicitly discuss/teach pupils how to challenge stereotypes.
- Parent/carers annual questionnaire.
- Discussions at staff meetings.
- Discussions at governing body working parties and full meetings.
- Discussions/ regular meetings with parents

What we achieved from Single Equality Scheme 2016-19

Race equality

- We have very few racist incidents in school. Where racist incidents do occur they are dealt with swiftly and in line with our 'Dealing with racist incidents' policy. Any racist incidents are logged thoroughly using CPOMs.
- Robust tracking systems are in place to monitor the progress of all pupils, including those in ethnic minority groups, those with English as an Additional Language and pupils who are bilingual learners. Intervention is provided where needs are identified.
- All school policies are monitored regularly by governors – any issues are raised and address quickly by the Resources working party.

Disability equality

- Good transition timetable is in place with our feeder nurseries so that any accessibility, medical, dietary etc. needs are known about well in advance and can be addressed.
- Professional Development training for all teaching and support staff enables an enhanced understanding of how to support pupils with difficulties to ensure maximum/full access to the curriculum.
- All pupils with disabilities have a healthcare plan, which is reviewed annually by the SENco and class teacher and discussed with parents and pupil. Pupils with medical needs e.g. diabetes have a medical plan drawn up and followed by a key member of staff.
- Robust tracking systems are in place to monitor the progress of all pupils, including those with identified Special Educational Needs and or medical/disability needs. Governors also scrutinised this data and ask challenging questions of the Leadership Team and intervention is provided where needs are identified
- Good relationship with external agencies e.g. sensory support service. Termly monitoring visits in place and they contribute to pupils PIPs.
- A detailed audit of provision for sight or hearing impaired pupils is in place and resources are made available to ensure optimum access to the curriculum e.g. suitable PE equipment, large print books/test scripts etc. Including adjustments to the school building (yellow lines painted on the edge of any steps in the school).
- The continued partnership with Virgin Health care to facilitate buying in Speech and Language Therapy support one day per week. This provides expert assessment, reporting, training and guidance for staff to support pupils with Speech and Communication needs.
- An Inclusion Matters focus during the 2018-19 academic year including assemblies linked to our Rights Respecting Schools Unicef Silver Award.

Gender equality

- Thorough and robust analysis of pupil attainment data with regard to gender is undertaken following each summative assessment (3 times annually). Any discrepancies are analysed and provision is altered or added to address identified areas for development.
- Our assessment leader reports percentage of boys and girls achieving attainment targets at each pupil progress meeting to the team (3 times annually)
- There are no significant whole school differences in progress between boys and girls in any subject.
- The formation of a successful and active girls' football team.
- Opportunities through our PE Premium for both boys and girls to be actively encouraged to try new sports as mixed teams.

Sexual orientation

- We have built into our Jigsaw PHSE scheme of work lessons which focus on sexual orientation and people's right not be discriminated against.

General

- All school policies/procedures are assessed, at their time of review, to ensure that consideration is given to the impact they have on all minority and non-minority groups within the community.
- The academic year 19/20 the whole school successfully worked together to complete Jigsaw scheme/programme where children are taught through circle time, assembly and an enhanced PSHE scheme of work about the personal qualities needs to be the best as an individual and as a collective family.
- A focus on mental health and anxiety has been prevalent throughout the school with the development of Well-being initiatives and the Thrive approach being used within the school including the whole school being 'Thrive' assessed.

Community cohesion

The development and introduction of a new whole-school vision, formed in collaboration with parents, governors and pupils: To be an exceptional school, with a Christian ethos, where the education we provide develops every child's personality, talents and abilities to the full. A school where each child has an understanding of their responsibilities as a global citizen giving value and respect to everyone's rights; themselves, each other, their families, the school and the wider world, their own and other cultures and beliefs and the environment. Our exceptional school will be a place where every child will say, '*I want to be the best I can*'.

As part of this vision **all** members of our school community (pupils, parents, staff and governors) are asked to respect the views and beliefs of each individual. Our RE curriculum develops a breadth of experience and understanding of all world faiths and we aim to ensure that all children have an informed and tolerant view of cultural diversity. The school has clear policies on addressing any bullying and discrimination and children are encouraged to develop an awareness of the need for tolerance and understanding. There is an annual anti bullying week and termly foci on a different country to help develop the children's understanding of the differing cultures across the globe, ensuring to promote positivity within third world countries.

Children are encouraged to work together, developing their independence and care of others. We recognise that being able to work as part of a team, to listen to others points of view and to express your own, are essential life skills. All children take part in regular PSHE lessons/circle time

and through discussion start to understand that with rights come responsibilities. Children are involved in keeping our Golden Rules and encouraged to take on responsibilities within their classes.

Children are awarded with stickers and certificates to acknowledge achievement. These school achievements are celebrated weekly in assembly, which is also a time where the school recognises children's achievements in a wider community context. The school is used as a centre for many community groups. Children's work is often displayed in the local community and school events are publicised in local media. The school contributes to local community events such as Dance Umbrella, Christmas celebrations and local Music and Arts festivals. The children put on shows and visits to local care homes and elderly residents.

The School Council system has helped the children become more aware of their contribution to the school community. The children take part in raising money/providing resources for charities such as Comic Relief and Children in Need and therefore have a good understanding of their global community contribution. The children often initiate this fund raising themselves e.g. raising money for Cancer Research.

The school communicates to our parents the full range of activities and services available to them within our local community, especially to support our more vulnerable families. This is carried out through a weekly link on our newsletter and constant updates for our school community notice section on the website.

The new curriculum sought to further develop and improve the children's understanding of their place in the world as global citizens and alongside this their responsibilities towards looking after the planet in a sustainable way. Each year group has a term-long unit of work to progressively widen their understanding of global issues of regarding their responsibly to protect the environment in a sustainable way.

We have identified the following areas for development with regard for community cohesion; prioritised as actions for inclusion in this equality scheme:

- *Encouraging children to participate in activities which may have a perceived gender bias.*
- *Giving opportunities for parents to attend workshops on various topics such as online safety, Maths, anxiety (through an introduction to the Thrive approach) and Reading.*
- *Ensuring parents are aware of how religious education is taught and how we learn about all religions throughout the school.*

Age We feel that some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by the PSHE lead. There is also an E-

team which meets with the Inclusion manager. This group discusses equality within the school alongside other topics such as bullying.

As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community.

Religion or belief

Saltford C of E Primary School is a Church of England school, founded in the mid nineteenth century. The school was provided by the local parish church of St Mary's, and continues to work in partnership with the church and also with the Diocese of Bath & Wells. We have an extremely strong relationship with the Rector of St Marys. She attends our foundation governor meetings, is active in the area of staff development in the area of collective worship and is also involved with leading whole school assemblies.

Our School Vision refers to the 'Christian ethos of the school,' a very important aspect of who we are and what we do. Being a school with a Christian ethos means that we:

- Tell the Christian story;
- Invite pupils, staff and parents to experience this story;
- Seek to conduct ourselves and order the life of the school according to this story.

In practice, this means (among other things) that our assemblies will often be based on a Bible story or Christian principle; the main Christian festivals are celebrated (often with a special service at St Mary's); and children are encouraged to explore what part faith might play in their lives.

We encourage all our children to be spiritually inquisitive, empowering them to make informed choices that will enhance their ability to achieve lifelong success and fulfilment as set out in our School Vision.

Our identity as a Church of England school is central to the character and vision of the school and therefore we will always aim to do justice to our Christian foundation.

Assemblies are also supported by the Open the Book team who involve the children in leading collective worship.

However, we are also an inclusive school and encourage our children to respect the views and beliefs of each individual. Our RE curriculum develops a breadth of experience and understanding of all world faiths and we aim to ensure that all children have an informed and tolerant view of cultural diversity. Parents who have a different faith are invited to share their experience and knowledge with the children during R.E. lessons.

Equality Impact Review

All governor working groups assess the impact school policies and practices on people from different groups within the school context (Boys and girls, women and men, people with disabilities/SEN, those from minority ethnic or religious groups or whose backgrounds differ in other ways). We will continue to look for ways to further enhance equality by:

- ***Look for ways to further support minority groups e.g. EAL and pupils with SEN, with work carried out for homework.***
- ***Monitor equality on all curriculum policies and procedures, in light of changes to the new Primary curriculum September 2014.***
- ***The use of technology to enhance learning for pupils with SEN.***
- ***Creating extra learning opportunities for pupil premium children.***
- ***Encouraging teachers to use outdoor learning to support learning across all areas of the curriculum.***
- ***Continue to offer a range of clubs and consider ways to ensure gender bias is not perceived by the school community.***
- ***Use the Thrive approach further within the school as appropriate.***

We will ensure that the outcomes of equality impact assessments are considered by our Resources working party and fed into the Single Equality Scheme action plans and whole school improvement planning.

Other School Policies

We have used our existing school policies and action plans to inform our Single Equality Scheme. These include:

- School Improvement Plan
- School SEND policy
- Handling Racist Incidents Policy
- Anti - Bullying policy
- Whistle blowing Policy
- Pay policy
- Staff Recruitment policy
- Gifted and Talented Policy
- School Vision

Roles and Responsibilities

- The governing body will ensure that the school complies with statutory requirements in respect of this Scheme and Action Plan.

- Our head teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The Inclusion Manager has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents/carers are adhering to our commitment to equality.

Publicising our scheme

Our Single Equality Scheme will be made accessible to all persons within our local and school community in the following ways:

- School website
- Staff share/portal.

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of any information gathering activities for race, disability and gender and How we have used this information towards improvement.
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to this scheme

We revise our Single Equality Scheme and Action Plan each year which is shared with the Resources working party. The Chair of this committee briefly updates progress towards actions at Full Governing Body Meetings to ensure all governors are informed of objectives and progress.

Ongoing evolution of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at E-team meetings to discuss equality and diversity issues

- A regular slot at staff meetings.
- The initial part of leadership team meetings to discuss any Inclusion, Equality and Diversity issues.
- Having periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performance.