

Holy Trinity CE Primary **Equality Scheme 2010-2013**

1. Statement

This scheme outlines the commitment of the staff and Governors of Holy Trinity to promote equality. In line with our Mission Statement we will strive to create an environment in which the principles of caring, sharing and respect are paramount. 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 our expressed school values and ethos 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
 - Gender reassignment
 - Race
 - Disability
 - Religion or belief
 - Age
 - Pregnancy and Maternity (employment)
 - Marriage and Civil Partnership (staff and parents)
 - Sexual orientation
 - Socio-economic background and other protected characteristics

- 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.

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)

96% of pupils from Ethnic Minority background. National 26.7% _____

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

90%+ Muslim pupils. National not known _____

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

37.7% of pupils **claim** Free School Meals. National 26.2% _____

- Current issues affecting cohesion at school, local and national level

- Decreasing number of white British families in school could threaten diversity
- Potential conflict between respecting cultural beliefs and promoting tolerance and understanding
- Ensuring that National issues regarding Religion do not cause tension within the school

4. Responsibilities

One named governor Mrs Balfe takes 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 Head teacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

5. **Staff development**

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

Our school places a high value on its inclusive and non-discriminative practises. Training in this area forms a key part of the induction of new staff into our school. We ensure that all staff are aware of demographic changes within the school and their potential implications. Through staff meetings we ensure that we are compliant with statutory regulations. We regularly re-visit the 6 key areas of our ethos to ensure that our practice matches our beliefs and that new staff are aware of what underpins our work.

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 Participation & Equality Officer,
Council Offices, Room 2.37, 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
- marriage and civil partnership
- age.

We consult with parents, staff and children as to what the strengths of the school are in respect of these areas. For example at parents consultation evenings we ask parents for feedback on our performance. Importantly this feedback is gathered by members of the Parents Forum to ensure that views expressed are a true reflection of opinion. When considering changes to current practise Governors consult further with stakeholders to assess potential impact. When relevant stakeholders are not available (e.g. Disabled staff or children) we seek advice from professional bodies.

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

Changing percentages of children from minority backgrounds (2007 91.6% 2012 96%)

- iii. and from involving relevant people (including disabled people) from the start in the following way:

Consultation with Parents forum, school council, staff etc

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 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 promote tolerance and understanding by making pupils more aware of different religions and in particular the difference between racial heritage and religion. E.g. that to be a Muslim does not necessarily mean you have to be of Asian heritage.
To improve the well being of our most economically disadvantaged pupils by focusing on speaking to and supporting adults within the family. E.g. when a child does not have the correct uniform we should speak to the parent rather than focusing on the child.
To tackle views about sexuality in order to promote tolerance and respect for all. E.g. the use of “gay” as a pejorative term will be challenged. We will use examples of same sex couples where appropriate.
To identify “passive girls” early in their school life to ensure they make the same progress as their peers both socially and academically.

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	We have a large Social Inclusion Team who meets the needs of children with additional needs. We have resources in school to meet the needs of our current cohort. These resources and arrangements are constantly reviewed as new pupils arrive.
ii. physical improvements to increase access to education and associated services	There are no known physical changes required. The building is fully accessible to the pupils who current attend and to the staff who work here. This area is to be reviewed on the arrival of new pupils and is therefore subject to change.
iii. improvements in the provision of information in a range of formats for disabled pupils	Information is currently provided in a range of languages. At present we do not have any visually impaired pupils or parents. This will be reviewed upon the arrival of new families.

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	See section 10 Focusing improving understanding of different Religions Through PSHE/Geography and RE we will be looking at Muslims and Christians from different countries. We will be further developing our links with a majority White British school in Stockport. Through 6 days spent on joint work we will be fostering a greater understanding between different ethnic groups.
ii. equity between groups in school, where appropriate	See section 10. Focused on improving outcomes for most disadvantaged. Ensuring majority of children who are entitled to extra funding through Pupil Premium actually claim for FSM. This will then enable us to
iii. engagement with people from different backgrounds, including extended services	See section 10. Focused on developing an awareness of differing sexuality within the context of the majority of pupils cultural and religious beliefs.