



# **THE KEYS FEDERATION ACADEMY TRUST**

Updated Summer Term 2016

## **Equality Scheme, Equality Action Plan and Accessibility Action Plan** for

**St. Peter's C. of E. Primary School, Hindley;  
Hindley Green Community Primary School and  
St. John's C. of E. Primary School, Hindley Green  
St. John's C. of E. Primary School, Abram**

Our schools are all about passion, determination and enthusiasm. We see challenges as opportunities and have an unshakeable belief in the right of children to a high quality education.

### **Why we have developed this Equality Scheme**

This Equality Scheme for schools within The Keys Federation Academy Trust brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We have used the following Keys Federation policies and documents to inform our Equality Scheme and Equality Action Plan:

- School Improvement Plans
- Able, Gifted and Talented
- Pastoral Care
- Positive Behaviour Management
- PSHE & C
- Special Educational Needs and Disabilities
- Valuing Cultural Diversity
- Anti-Bullying
- Accessibility Plan – *now included within this document*

Our Equality Scheme is inclusive of our whole school communities – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Scheme is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating communities that recognise and celebrate differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools.

### **Our schools within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

At the start of the Summer Term 2016, at **St. Peter's Hindley** there are 13 teaching staff; 19 teaching assistants; 2 admin staff; 2 cleaning staff and 8 lunchtime organisers – 10% are male and 90% are female – 98% are White British and 2% are Mixed White and Black Caribbean.

There are 311 pupils in school and the Gender mix is currently 50% girls; 50% boys of which 97.7% are White British, 0.3% are White Asian, 0.6% Any Other White Background, 0.6% Any Other Mixed Background, 0.3% White and Black African and 0.3% are White and Black Caribbean.

English is the main language spoken in school and 2 children have English as an additional language.

There are no staff with disabilities and one guest pupil with physical disabilities.

At the start of the Summer Term 2016, at **Hindley Green CP (including Nursery)** there are 17 teaching staff; 25 teaching support staff; 3 admin staff; 3 cleaning staff and 9 lunchtime organisers – 8.7% are male and 91.2% are female – 100% are White British.

There are 456 pupils in school and the Gender mix is currently 49.6% girls; 50.3% boys of which 95.3% are White British and 4.6% other ethnic group.

English is the main language spoken in school and 6 children have English as an additional language.

There are no staff with disabilities and four children with physical disabilities.

At the start of the Summer Term 2016, at **St. John's Hindley Green** there are 10 teaching staff; 8 teaching support staff; 1 admin staff; 2 cleaning staff and 5 lunchtime organisers – 19% are male and 81% are female – 100% are White British.

There are 187 pupils in school and the Gender mix is currently 55% girls; 45% boys of which 89.8% are White British, 1.1% mixed background, 0.5% Black African, 1.1% Chinese, 0.5% White & Black African; 7% other ethnic group.

English is the main language spoken in school and 11 children have English as an additional language.

There are no staff with disabilities and no children with physical disabilities.

At the start of the Summer Term 2016, at **St. John's C. of E Primary School, Abram** there are 12 teaching staff; 11 teaching assistants; 2 admin staff; 3 cleaning staff and 7 lunchtime organisers – 6% are male and 93% are female – 97% are White British with 3% Black British, Caribbean.

There are 251 pupils in school and the Gender mix is currently 44% girls; 56% boys of which 97% are White British, 0.8% are Black African; 0.8% White & Black Caribbean, 0.8% any other Asian background and 0.8% other ethnic group.

English is the main language spoken in school and 3 children have English as an additional language.

There are no staff with disabilities and 1 pupil with physical disabilities.

There are seven permanent members of staff working within **The Keys Federation Academy Trust**, all are female and White British.

Because we serve a mainly White British demographic, one of our main priorities is to develop an understanding of ethnicity and cultural and religious diversity within local, national and global contexts.

### **Overall aims of our Equality Scheme**

- To ensure that equality and inclusive practice are embedded across all aspects of school life
- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our schools and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school communities, within all aspects of school life.

### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our schools and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

The Keys Federation mission statement '**Unlocking potential**' emphasises that we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our schools to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self-esteem for all those involved with our schools through cultivating secure, yet exciting environments that are positive, nurturing, supportive, stimulating and enriching.

### **Our vision statement about Equality**

Schools within The Keys Federation Academy Trust seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

### **These opportunities are likely to include all or some of the following, dependent on our current priorities.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management rewards and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our CEO, Director of Academy Excellence and Principals will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Scheme
- oversee the effective implementation of the Scheme
- ensure staff have access to training which helps to implement the Scheme
- develop partnerships with external agencies regarding the Scheme so that the school's actions are in line with the best advice available
- monitor the policy and report to the Board of Directors at least annually on the effectiveness of the Scheme and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the Scheme or actions arising from it

Our Board of Directors will:

- designate a Director with specific responsibility for the Equality Scheme
- ensure that the objectives arising from the policy are included in the School Improvement Plan (SIP)

- support the CEO, Director of Academy Excellence and Principals in implementing any actions necessary
- engage with parents and partner agencies about the Scheme
- evaluate and review the Scheme annually.

Our Senior Leadership Teams will:

- have responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the SIP

Our pupils will:

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Scheme
- be encouraged to actively support the Scheme

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Scheme
- have access to the scheme through a range of different media appropriate to their requirements
- be encouraged to actively support the Scheme
- be encouraged to attend any relevant meetings and activities related to the Scheme
- be informed of any incident related to this scheme which could directly affect their child

Our school staff will:

- be involved in the development of the Scheme
- be fully aware of the Equality Scheme and how it relates to them
- understand that this is a whole school issue and support the Equality Scheme
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Scheme
- Be encouraged to support the Scheme
- Be encouraged to attend any relevant meetings and activities related to the Scheme

### **How we developed our Scheme – Participation, Involvement**

The development of this Scheme has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

We used the following to shape the plan:

- Feedback from annual parent questionnaires, parents' evenings, Community of Purpose Listening events and director and staff feedback from parent consultation meetings and workshops
- Involvement of the school/eco councils and pupil ambassadors
- Input from staff surveys or through staff meetings/INSET
- Feedback from school councils, PSHE lessons, and pupils attitudes to school and learning
- Director's monitoring of inclusion, equal opportunities and vulnerable children
- Contact with parents
- Issues raised in annual reviews and reviews of progress through SEN provision maps
- Contact with local community groups and organisations
- Feedback at Board of Director meetings

We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

### **How we developed our Scheme - Using information gathering**

We have used data and other information about our schools as a common sense measure to determine the effects of a policy, practice or project on different groups. Through these we will look for ways to improve our practice as well as ways to eliminate discrimination and harassment.

We will ensure reviews are completed on our existing policies and practice and we will build the process into new policy development and decision making activities.

In addition, we know our schools well because we regularly collect information about ourselves in a variety of ways including:

- School census to monitor gender % and % of racial groups, languages spoken, FSM update, SEN and gifted and talented profiles within the school communities
- Termly attainment data
- Attendance
- Behaviour
- Rewards, merits and house points
- Choice of after school clubs and take up of extra curricular activities
- Involvement in pupil voice
- Parental involvement
- Complaints
- Incidents of race discrimination or bullying
- Welfare - Worry boxes
- Views and participation of school/eco councils and pupil ambassadors
- Monitoring of admissions
- Provision and outcomes for vulnerable children
- Attitudes to learning and engagement with topics
- Staff recruitment and retention
- CPD through The Spirit of Purpose
- Outcomes of appraisals and performance review processes
- Attendance at parents' evenings and other school events to identify if there is any under-representation by disabled people or parents from ethnic communities

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We have established good links with our local and our wider community and local Churches. We welcome them into our schools. From them, we learn about equality issues outside our schools and can establish mechanisms for addressing them within schools.

By listening to those within our community and our local Churches we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

### **Commissioned services (buying in services)**

Increasingly we are directly responsible for the purchase of goods and services. We work with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?

- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

### **Our Staff**

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We will make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure safe, positive and inclusive environments

### **Implementation, monitoring and reviewing**

This Scheme was first published in the Summer Term 2013 and reviewed and updated in 2014 and 2015 and again in the Summer Term 2016. We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our scheme by:

- Placing it on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Making sure hard copies are available
- Raising awareness of the Scheme through the school newsletters, assemblies, staff meetings and other communications
- Making sure it is part of the staff induction handbook and procedures

We will regularly monitor and evaluate the implementation of our Equality Scheme and Equality Objectives. We will report annually on our progress and performance. Our report will be shared with Directors and a summary published on our website.

The findings of our annual report will be used to update the Equality Objectives and inform subsequent Equality Schemes.

We will formally review, evaluate and revise this Equality Scheme and Equality Objectives every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school communities.

### **Equality Action Plan and Accessibility Plan**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. Although legislation requires objectives to be reviewed every 4 years, we will review our objectives annually.

Accessibility planning is also a statutory duty and we have included plans for:

- Increasing the extent to which disabled pupils can participate in the schools' curriculum;
- Improving access to the physical environment of the schools and
- Improving the delivery of written information to disabled pupils

## THE KEYS FEDERATION ACADEMY TRUST EQUALITY ACTION PLAN AND ACCESSIBILITY PLAN 2016-2020

*Key: R = Race; D = Disability; G = Gender; RB = Religion or Belief; A = Age; SO = Sexual Orientation; CC = Community Cohesion*

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales	Schools involved
√	√	√	√	√	√	√	Publish and promote the Equality Scheme through staff meetings, school newsletters and school websites	The schools and wider communities are aware of and actively working to support our Equality Scheme	Annual Staff and parental questionnaires re: awareness of Equality Scheme and its contents	SLT	Immediately after Govs approval of Equality Scheme	All
√							Continue to identify and monitor racist incidents and report the figures to the Board of Directors on a termly basis	Clear systems and procedures in place for the monitoring and addressing of racist incidents	Reduction in reporting of racist incidents and no re-occurrences	SLT	On-going	All
√	√	√	√		√		Continue to prevent and respond to any discriminatory incidents and prejudiced based bullying	Students feel safer as they know incidents are dealt with effectively	Reduction in discriminatory/ bullying incidents and no re-occurrences	SLT	On-going	All
√	√	√	√		√	√	Ensure the curriculum, displays and enrichment activities promote role models and heroes that young people positively identify with and ensure these reflect diversity in terms of race, gender and disability	Links with local groups, visitors, enrichment activities and displays all promote positive role model images around school	Monitoring and recording of pupil attitudes and reactions through questionnaires and pupil voice	All staff	Summer Term 2013 onwards	All

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales	Schools involved
√	√	√				√	Continue to analyse pupil achievement by race, gender, disability, FSM, LAC and act on trends and patterns that require additional support for pupils	Through data analysis, trends and patterns will be identified and support put in place resulting in a positive impact on achievement and a narrowing of the equality gap	Data analysis of targets, attainment and progress indicators	Principals and SLT	On-going	All
√	√	√				√	Recognise and represent the talents of all pupils and ensure fair and accurate representation of race, gender and disabilities	Race, gender and disability are fairly and accurately represented on the G&T register	G&T register monitored by race, gender and disability and updated regularly	Inclusion Manager and all staff	Summer Term 2013 onwards	All
			√				Continue to recognise and mark events from other cultures/faiths represented in our schools and our communities	Children feel their culture is valued and respected and children learn about other cultures/faiths in our communities	Children feel able to talk openly about their cultures and topic evaluation shows good perception and understanding of other cultures	All staff	On-going	All
	√						Ensure teaching materials are available in accessible formats	Adaptations are made to materials, e.g modified resources, support staff, room usage etc	Monitoring to ensure all children are able to access the school curriculum	Class Teachers	Summer Term 2013 onwards	All

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales	Schools involved
√			√			√	Identify any resources and CPD needs to support intercultural links and citizenship	Improved links with national and international schools via video conferencing, e-mail, film podcasts and visitors to school	Evaluations and monitoring of pupil perceptions via pupil voice and questioning	PSHE & C co-ordinators with the support from all staff	Summer Term 2013 onwards	All
√	√		√				To ensure the content of school meals and the eating environments meet the needs of all race and faith groups and those with specific medical needs	All children able to access appropriately prepared school meal provision	Increased take up of school meals	School meal providers – DOLCE and Metrofresh school kitchen staff	Summer Term 2013 onwards	All
	√					√	Ensure parents and community visitors are aware that the schools have disabled facilities including ramped and other disabled access and disabled toilets via newsletters and websites	Parents and other prospective visitors are aware of our facilities and are encouraged to visit	Feedback from disabled visitors regarding access to the school and suggestions on any improvement in facilities recommended	Principals and Office Staff	On-going	All
	√					√	Publicise maps and access arrangements in the prospectus and website so parents and community visitors are aware that disabled parking is available	Parents and other prospective visitors are aware of our location and facilities and are encouraged to visit	Feedback from disabled visitors regarding school accessibility and use of disabled care parking spaces	Principals and Office Staff	On-going	All

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales	Schools involved
	√					√	Install a school car park with disabled parking bays	Parents and other prospective visitors are able to access school easily	Feedback from disabled visitors regarding school accessibility and use of disabled car parking spaces	Federation SLT	Summer Term 2015 - completed	St. John's, Hindley Green
√	√						Improve communication with parents/carers by investigating alternative options	Parents/carers will have improved access to the school's newsletter and current information	Feedback from parents/carers and the use of the website	Office Staff	2015/2016 Academic year and on-going	All
√	√						Ensure the school prospectus is interactive on the school website and investigate audio/alternative options. Offer parents/carers the option for the prospectus to be printed in different languages	Improved access to the school's prospectus and associated materials leading to an increase in pupil admission numbers	Increase in pupil numbers and feedback from parents/carers	Principals and Office Staff	2015/2016 Academic year and on-going	All
√	√	√	√	√	√		Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Staff reporting an improved sense of inclusion	Improved data collection and monitoring of equality information relating to staff	CFO, Executive Principal, CFO, Principals	On-going	All

R	D	G	RB	A	SO	CC	Action/Objective	Expected Outcomes	How will impact be monitored	Responsibility	Timescales	Schools involved
	√						Specialist equipment and resources to be arranged for children with SEN and Medical Needs	Children will be fully integrated into our schools with necessary equipment and resources	Children able to access all areas of curriculum and recommendations from professionals implemented and acted upon	Inclusion Manager	On-going	All
√	√	√	√			√	All pupils to have the opportunity to access a variety of out of school and extra curricular activities and not be prohibited because of financial constraints	More children will have the opportunity to access a variety of extra curricular activities and develop a sense of achievement	Monitoring of the take up of after school clubs and the type of clubs taking place to ensure a variety and opportunity for all to participate	Principals and all staff	On-going	All
	√						Ensure planned refurbishments in all schools show due regard to disabled pupils, staff and visitors	All access areas and ramps are kept in good condition; painted areas to be of good contrast and shiny floor coverings to be replaced with matt finishes to allow partially sighted people to differentiate between wall and floor levels	Easy access and use of school facilities by disabled pupils, staff and visitors	Federation SLT	On-going	All