



THE KEYS FEDERATION ACADEMY TRUST

Equality Scheme Annual Report – Summer Term 2018 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

Action/Objective	Expected Outcomes	Progress to date
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	Equality Scheme is published on the school website – updates and amendments are brought to the attention of staff and parents/carers
Continue to identify and monitor racist incidents and report the figures to the Local Advisory Committees and/or Board of Directors on a termly basis	Clear systems and procedures in place for the monitoring and addressing of racist incidents	Termly Principal reports clearly identify any racist incidents in our schools. Directors monitor the very rare occurrences closely.
Continue to prevent and respond to any discriminatory incidents and prejudiced based bullying	Pupils feel safer as they know incidents are dealt with effectively	Staff are trained in the Seven Steps Approach to bullying and children are aware of procedures and what they can and should do to prevent bullying, e.g. worry boxes, telling staff, friends etc. Children are also aware of e-safety procedures to eliminate cyber-bullying and all schools organise an annual e-safety day to raise children's awareness.
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	In St. John's Hindley Green the children are in teams that reflect diversity, gender, race and disability linked to athletes. Worship also incorporates this and is linked to Christian Values in our Church Schools and Moral Values in our Community School
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 and tracking is completed half-termly. Pupil progress meetings take place half-termly ensuring action is taken to support progress for these groups of children.
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	The G&T register incorporates all representation of race, gender and disabilities to ensure fairness and equality for all and the Able, G&T policy is updated as per the policy cycle.
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	The RE syllabus supports the teaching about other faiths and widens children's awareness and understanding. Links and visits have been made with other schools to experience different cultures.

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Ensure teaching materials are available in accessible formats	Adaptations are made to materials, e.g modified resources, support staff, room usage etc	Resources are made available and adapted if necessary to enable the best impact on pupils progress, whether this be environment, support staff or practical resources
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	Resources and CPD is continually being developed in line with the RE syllabus. Work to be undertaken to develop international links. The Library and Internet offers and wealth of reading and information texts to support learning.
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	The needs of the children are met fully with the catering providers – Dolce. Parents/carers are able to choose meals from a selection and individual diets are fully catered for. This was expanded further when the universal infant free school meals began in September 2014.
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	Our facilities are evident and in use during all school and community events. Future Information leaflets and documents will indicate the disabled facilities available.
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	Maps and access arrangements are publicised on the school websites and in school prospectus'.
Install a school car park with disabled parking bays	Parents and other prospective visitors are able to access school easily	All schools and the Academy Trust Head Office have designated car parking and disabled car parking bays.
Improve communication with parents/carers by investigating alternative options	Parents/carers will have improved access to the school's newsletter and current information	<p>Newsletters are sent out weekly via e-mail and paper copies for those who do not have access to computers. They are also displayed on the school noticeboards inside and outside the building.</p> <p>With the new websites the facility for talking newsletters will continue to be investigated. All schools and the Keys Federation have Twitter accounts.</p> <p>The use of other social media options is being explored and feedback from our Community of Purpose Listening Events clearly demonstrates how our communication has and continues to improve.</p> <p>Google Translate button is available on all our school websites.</p>

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<p>Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff</p>	<p>Staff reporting an improved sense of inclusion</p>	<p>The Trust follows the safer recruitments procedures and offers equality for all. A thorough CPD programme through 'The Spirit of Purpose' is in place which caters to the needs of the individual.</p>
<p>Specialist equipment and resources to be arranged for children with SEN&D and Medical Needs</p>	<p>Children will be fully integrated into our schools with necessary equipment and resources</p>	<p>The needs of our children are met with 1-1 or group support along with appropriate resources to support learning. Children with medical needs have completed health care plans and staff are fully aware, and trained where necessary, to ensure individual needs are catered for and appropriate procedures in place.</p> <p>Our SEN&D Policy and Supporting Children with Medical Needs Policy are regularly updated to reflect any changes in legislation or any necessary changes at school/Trust level.</p>
<p>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</p>	<p>More children will have the opportunity to access a variety of extra curricular activities and develop a sense of achievement</p>	<p>Pupil premium and other funding sources support children in ensuring attendance at extra curricular clubs and educational visits, including the residential visits in Year 5 and Year 6.</p> <p>Holiday provision is also provided by the Trust and its childcare company – Play Pals – and will be extended to support identified pupils requiring this opportunity.</p>
<p>Ensure planned refurbishments in all schools show due regard to disabled pupils, staff and visitors</p>	<p>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</p>	<p>Regular checks are completed by our Federation Estates Team to ensure safe access and egress for all.</p> <p>When planning for refurbishments due regard is always given to disabled pupils, staff and visitors</p>