

# Lower Kersal Primary School



## EQUALITY SCHEME

Written by	S Steward
Approving Committee	Health and Safety (Jan 2018)
Intended Audience	All staff
Review date	January 2021 July 2024 July 2027

Version	Reviewed by	Date	Changes made
2	S Steward	February 2020 (review)	Figures and minor amendments to wording/staffing
3	Health and Safety committee	May 2021	New objectives
3	S Steward	11.07.22 (review)	Updated School Profile
4	Health and Safety Committee	4.07.24	New Objectives

**‘A school where everyone matters.’**

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, May 2021, May 2024

Signed by Chair of Governors

Name: P Scott Signed:  Date: Jan 2018, May 2021, May 2024

## 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**

- School council promotes respect for others, democracy and valuing others.
- Awareness days eg: Autism awareness day
- An inclusive ethos
- Broad and balanced curriculum for all pupils
- Early identification of barriers to learning and participation
- High expectations and suitable targets for all pupils
- Training for staff is in line with school priorities. The equality agenda is discussed via staff meetings and briefings.

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 – July 2024

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.

Number of pupils	248
Free school meals eligibility (%)	52
Special educational needs	
- SEN support	52
- EHCP	11
Social deprivation	High deprivation levels in the area
Number of teachers	11
Number of teaching assistants	9
Other staff	4

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. Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## 6. Equalities Objectives/Action plan

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	Monitoring	Outcome sought	Name of person responsible	Name of person reporting to
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability on a termly basis	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups	Deputy Headteacher	Headteacher/Governing board

<p>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</p>	<p>Increase in pupils' participation, confidence and achievement levels</p>	<p>Notable increase in participation and confidence of targeted groups</p>	<p>All staff</p>	<p>Headteacher/Governing Board</p>
<p>Identify, respond and report racist/homophobic incidents. Report the figures to the Governing body / Local Authority on a termly basis.</p>	<p>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response</p>	<p>Teaching staff are aware of and respond to racist/homophobic incidents Consistent nil reporting is challenged by the Governing Body</p>	<p>All Staff</p>	<p>Headteacher/Governing Board</p>
<p>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering netball, dance and girls football, to make participation rates more reflective of the</p>	<p>Increased participation of girls in sports clubs and out of school sport activities</p>	<p>More girls take up afterschool sports clubs</p>	<p>PE lead and Sports coach</p>	<p>Headteacher/Governing Board</p>



school population.				
Celebrate cultural events through out the year to increase pupil awareness and understanding of different communities.	Assembly observations	Increased awareness and understanding is shown in RE and PHSE assessments	RE lead	Headteacher/Governing Board

We identified these objectives based on information gleaned from staff, pupils and parents via questionnaires.

Date objectives agreed with Governors	8.02.18, May 2021 – new objectives July 2024 – new objectives
Progress reviewed (to be done annually)	Summer Health and Safety Sub committee
Date next review due	Summer 2027

## 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. Effectiveness of the equality scheme

In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to Equality, LKPS will undertake regular self-evaluation to highlight our existing strengths and any areas for future development.

## 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
- Children and Parent Suggestion Box
- Parent Drop ins
- 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**

This scheme is reviewed and revised every three years. We will report, via the relevant Governing Board Committee, on aspects highlighted by this scheme.

### **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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