



Equality Scheme

September 2023

Review date: Autumn 2024

Aims

This scheme outlines the commitment of the staff and governors of Devonshire Road Primary School to promote equality.

Our mission statement underpins this commitment:

Bringing out the best in everyone!

At Devonshire Road Primary School we strive to provide a secure and nurturing environment in which children achieve, rise to challenges, learn and grow with pride and confidence.

We challenge, inspire and develop happy, creative and resilient learners who take responsibility for themselves. We encourage children to accept that mistakes are an essential part of their learning.

We respect the values and beliefs of our diverse community as we prepare our children to embrace their part in an ever changing world.

Our journey through school together builds strong foundations and a love of learning which encourages aspirations and ambitions for the future.

Be the best you can be!

In accordance with this we endeavour:

- To respect the 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

We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religious belief
- Age (for adults- not pupils)
- Sexual orientation
- Pregnancy and maternity

- Socio-economic background and other protected characteristics

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
- Socio economic background

Statutory Requirements

Devonshire Road Primary School has an obligation under the Equality Act of 2010 as both an employer and a school, which carries out a public function and service.

Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires schools to integrate and include consideration of Equality into day-to-day routines at Devonshire Road Primary School

Community Cohesion- a shared contextual statement

The following outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors of the community at Devonshire Road Primary School. Data referred to is taken from Autumn Term census and information recorded on our school database.

- **Ethnicity/culture context of the school**

44% of pupils at the school speak English as an additional language compared to 29% in Bolton. In recent years we have had an increasing number of International New Arrivals welcomed into our school. At Devonshire Road we have 21 different languages that are spoken throughout the school. 254 pupils (60%) speak English as their first language. We also have 81 pupils (19%) speak Urdu, 32 pupils (8%) speak Punjabi and 8 pupils (2%) speak Gujarati. We also have pupils that speak Arabic, Portuguese, Chinese, Swahili and a range of other languages.

We have 14 different ethnicities within our school. Our five main ethnicity groups are: Pakistani (189 pupils/45%), White British (112 pupils/27%), Indian (37 pupils/9 %), Black-African (20 pupils/ 5%) and White & Asian (10 pupils/2%).

- **Religion/belief context of the school**

There are two main religious groups within the school: Muslim (266 pupils/ 63%) and Christianity (79 pupils/ 19%). We have some Jehovah's Witnesses (7 pupils/2%) , Hindus (9 pupils/ 2%) and Sikh (2 pupils/0.4%) within our school. We have a significant number of pupils (56/13%) identified as having no religion.

- **Socio-economic context of the school**

24% of our pupils are eligible for Free School Meals, compared to 30% within Bolton.

- **Current issues affecting cohesion at school**

There are very few racist incidents at school and we are proud of the positive way in which children mix well together. Any incidents that occur are recorded and dealt with swiftly and inline with our anti-bullying policy. All incidents are dealt with by the senior leadership team.

Responsibilities:

Governors as a whole are responsible for:

- Reviewing, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation
- Making sure the school Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils and their parents/carers know about them;
- Sharing information through the headteacher's report at full governing body meetings.
- Making sure that all staff know their responsibilities and receive information and support in carrying these out; for example in the staff handbook and access to policies on the shared server;
- 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

The Equality TLR is responsible for:

- Identifying steps to be taken to address the school's stated equality objectives;
- To prepare the equality action plan and ensure that all governors, staff, pupils and their parents/carers know about it and how it is used at Devonshire Road Primary School;
- Regularly update the action plan and produce termly evaluation reports to share with governors, head teacher and staff;
- Ensure equality policy is in line with regulations and is updated on the school website;
- To monitor the progress of all vulnerable groups at Devonshire Road Primary School and work with class teachers to identify pupils that may need additional support.
- Promoting equality at Devonshire Road through learning, the school environment and through school assemblies.
- Provide training and learning opportunities for staff through staff meetings.
- Deal with prejudice related incidents

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice related incidents
- Being able to recognise and tackle bias and stereo typing
- Accessing training and learning opportunities

Visitors and contractors are responsible for:

- Following relevant school policy

Publication and Review

This Equality Scheme fulfills statutory requirements under the terms of legislation referred to above. It is available as a paper document on request and on the school website.

It will be reviewed annually.

Equality Impact Assessments

The school will monitor the potential impact of its policies in terms of;

- Ethnicity
- Religion or belief
- Socio economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age (not for pupils)

See appendix 1 for an Equality Impact Assessment Pro forma

Equality Objectives

Equality Objective One:

By the end of the academic year 2023/24, writing for pupils with English as an additional language within school to be in line with national (currently 13% below)

Actions:

- Monitor data from October assessments in the Autumn term to identify children who have fallen behind
- To identify any cross-over in data between EAL and other vulnerable groups
- Identify any common themes for the gaps shown in EAL children reaching the expected standard.
- Work with the Y6 team and KS2 Assistant Head to monitor the effectiveness of interventions in place for EAL children.
- Ensure bilingual teaching assistant is working with the children across the school to close the gap.

- To ensure vocabulary sessions are being taught daily, with regular opportunities for consolidation and opportunities to include these in their writing (SPD Priority).
- Work with other schools (EAL network group) to identify best practice.
- Teachers to discuss data of EAL children who are not at ARE at PPM meetings, and implement strategies to improve this in the upcoming term.
- Research practice and any national initiatives that have proved to be successful
- GB/EH to look into use of the NASSEA tracker throughout school

Equality Objective Two:

By the end of the academic year 2023/24, the gap in attainment within reading between pupils with English as their first language and English as an additional language within school will halve from the 28% difference previously

To achieve this objective we plan to:

- Monitor data from October assessments in the Autumn term to identify children who have fallen behind
- To identify any cross-over in data between EAL and other vulnerable groups
- Identify any common themes for the gaps shown in EAL children reaching the expected standard.
- Work with the Y6 team and KS2 Assistant Head to monitor the effectiveness of interventions in place for EAL children.
- Ensure bilingual teaching assistant is working with the children across the school to close the gap.
- To ensure vocabulary sessions are being taught daily, with regular opportunities for consolidation and opportunities to include these in their writing (SPD Priority).
- Work with other schools (cluster and EAL network group) to identify best practice.
- Teachers to discuss data of EAL children who are not at ARE at PPM meetings, and implement strategies to improve this in the upcoming term.
- Research practice and any national initiatives that have proved to be successful
- GB/EH to look into use of the NASSEA tracker throughout school



Equality Impact Assessment for:

| | | | | | | | |
|---|-------------------|------|--------|-----|--------------------|--------------------|-------|
| Staff/committee involved in development: | GB, TA, EH | | | | | | |
| For use by Staff/Community/Students/Other: | | | | | | | |
| This policy relates to statutory guidance: | Equality Act 2010 | | | | | | |
| Key related school policies: | INA Policy | | | | | | |
| Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, complete an action plan, and attach. | | | | | | | |
| Groups: | Disability | Race | Gender | Age | Sexual orientation | Religious & belief | Other |
| Impact - Yes/No | | | | | | | |
| Positive/Negative Impact: | | | | | | | |
| Required action if negative impact: | | | | | | | |
| Reviewed by: | | | | | | | |
| Agreed by: | | | | | | | |
| Next policy review date: | | | | | | | |
| <i>A copy of this form, and any related impact assessment form or action plan must be sent to the school office.</i> | | | | | | | |
| <i>Comments about this policy equality impact assessment (e.g. note school visit and date it related to, or meeting policy was discussed at):</i> <i>Date of assessment:</i> | | | | | | | |