

**EQUALITY AND EQUITY SCHEME**

**2020**

**Introduction**

Urmston Primary School is committed to challenging discrimination and promoting equality and equity at all levels and in all aspects. On 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

**Key Points**

• The Equality Act 2010 provides a single, consolidated source of discrimination law.

• Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

• There are some exceptions replicated in the act – e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all of the following protected characteristics:

• Race

• Disability

• Sex

• Age

• Religion or belief

• Sexual orientation

• Pregnancy and maternity

• Gender reassignment

This combined equality duty came into effect in April 2011 and has three main elements.

In carrying out our function, Urmston Primary School is required to have due regard to the need to:

• Eliminate 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 – between people who share a protected characteristic and people who do not share it

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils. The Act introduces specific duties which are designed to help public authorities to meet their combined duty obligations.

• Collect analyse and publish information about their progress in achieving the 3 aims of the legislation.

• Decide on certain specific and measurable objectives that they will pursue over the coming years to achieve these aims and publish these objectives (outcome focused objectives) then at yearly intervals

• Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate

The Governing Body has responsibility for making sure that the school complies with the Single Equality duties.

This Equality and Equity Scheme will help us to achieve our aims and give us a framework for action.

**Vision and Values: Urmston Primary School’s Equality Scheme**

Urmston Primary’s values are to be **kind, responsible, happy, respectful, proud and resilient.**

These core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to ‘be more’. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender, background. Equality and the promotion of equity is central to our ethos and practices. We are proud of the diversity of our school community and it is this diversity which is at the heart of our scheme. Our response to the needs of our pupils, and their place in our community, society and also globally, is a vital part of personalising learning for all and leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality, equity and diversity wherever we can.

Equality and equity, as defined in our Equality and Equity Policy, must be modelled in everything we do. We want to develop a more demonstrably fair and supportive environment for our staff and promote diversity and equality in employment at Urmston Primary School. We aim to have a well-motivated workforce where all colleagues are treated fairly and with respect.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

♣ Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.

♣ Responding to pupils’ diverse learning needs by:

− creating effective learning environments;

− securing their motivation and concentration;

− providing equality of opportunity through teaching approaches;

− using appropriate assessment approaches;

− setting targets for learning.

♣ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**Responsibility for the Equality and Equity Scheme**

This Equality and Equity Scheme is managed by our Governing Body and School Leadership Team, with input from across the school community. The Governing Body are responsible for:

• ensuring that the school publish data and information annually

• making sure the school complies with the relevant equality legislation; and

• making sure the school Equality and Equity Scheme and its procedures are followed.

**The Governing Body at Urmston Primary School have responsibility to monitor:**

• the school’s work in meeting the requirements of the Equality Act 2010

• pupil exclusions and ensure that appropriate reporting is made to the LA

• To monitor racist incidents and ensure that appropriate reporting is made to the LA

• To monitor bullying incidents and ensure that these issues are being addressed

**The Headteacher is responsible for:**

• publishing data and information annually

• making sure the school Equality and Equity Scheme and its procedures are followed;

• making sure the Equality and Equity Scheme is accessible;

• 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;

• promoting a culture of zero tolerance to harassment and discrimination;

• taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

• dealing with reports of hate-incidents;

* promoting an active culture of equality and equity awareness throughout school life and the curriculum.

**All staff are responsible for:**

• dealing with discrimination;

• being able to recognise and tackle bias and stereotyping;

• promoting equal opportunities and good race relations;

• avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment

• keeping up to date with the law on discrimination;

• taking up training and learning opportunities.

**Visitors and contractors are responsible for:**

• knowing, and following, our Equality and Equity Scheme.

**Reviewing and revising the scheme**

Progress towards agreed objectives will be published annually. The scheme will be reviewed within 3 years, and by January 2023 at the latest. Any such review will be informed by the information gathered and the impact assessments. The widest possible level of consultation and involvement by disabled pupils, staff and parents will be sought.

Date of policy: September 2020

Review date: June 2023

Headteacher: *S. Parker*

Chair of Governors: *D Brown*

**Single Equality and Equity Action Plan 2020-23**

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| Action | Outcomes/ Success Criteria | Lead Person | Timescale | Resources/Cost |
| 1. To narrow any gaps in attainment and progress that arise between groups of pupils by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress. | Analysis of attainment and progress data identifies any gaps between groups and action taken swiftly closes gaps. | S. Parker  M. Doherty | Termly | 2 days per term for data analysis |
| 2. To make “Reasonable Adjustments” (as and where appropriate) in order to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult | See separate Accessibility Plan | S. Parker  M. Doherty | Ongoing | School budget |
| 3. Review implementation of new RE Curriculum in line with the latest SACRE Guidelines and representing all faiths represented in our school community | Revised RE Curriculum implemented effectively and impact evaluated. | S. Parker  M. Doherty  Y. Ahle | 2020-22 | Staff Training Educational resources |
| 4. Review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity and equity. | All school policies are in line with Equality Act 2010 and reference the promotion of equality of opportunity and equity. | S. Parker  M. Doherty | Ongoing | Time |
| 5. Review the UPS curriculum to ensure it reflects the history and geography of past and present societies and represents racial diversity. | Children access a true and diverse curriculum which celebrates the achievement of people from all backgrounds and protected characteristics. | S. Parker  M. Doherty  All subject leaders | Ongoing | Time for staff meetings and insets |
| 6. Promote anti-racism in the community and across the borough through meetings, forums and workshops and work with the curriculum. | Awareness of anti-racism and promoting this is raised within school and the community and this enhances pupils’ awareness and understanding of the importance of anti-racism. | S Parker | Ongoing | Time and space for forums and workshops |
| 7. Review the core principles of the school ensuring that they are easily understood by all. | Principles and school vision clearly reflect the promotion of equality and equity. | S. Parker  M. Doherty | 2020 | Time |