

**EQUALITY AND EQUITY SCHEME**

**2023**

**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 September 2026 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: October 2023

Review date: October 2026

Headteacher: *S. Parker*

Chair of Governors: *D Brown*

**Single Equality and Equity Action Plan 2023-26**

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| Action  | Outcomes/ Success Criteria | Lead Person | Timescale | Resources/Cost |
| 1. To completely eradicate racist, homophobic and any other discriminatory language within school and the school community and raise awareness and understanding of what might constitute this. Think Equal to play a part in this. | Everyone in the school community, especially staff and pupils, can appropriately articulate what discriminatory language is and how it relates to respect and responsibility.. | Yasmine AhleSimon Parker | Termly | Two days per term for cover to meet and raise discussion |
| 2. To review and revise procedures for the welcoming of families who speak English as an additional language - to make the process of induction more thorough and timely to ensure a sense of belonging, including actions such as ‘culture days’, and to consider ongoing means of communicating and engaging with EAL families. | All families will feel welcomed into the school community and will see fewer barriers to communication with school. | Simon ParkerMichelle Marsland | Ongoing | As necessary – refreshments for meetings, etc. |
| 3. To evaluate practice and procedures of girls in sport and enhance their opportunities and experiences. | Girls will feel listened to, valued and welcomed within PE and sport in Urmston Primary and will, as a result, participate more in sport for enjoyment and competitively. | Leroy SmithSimon Parker | 2020-22 | Membership with Trafford Active, Schools Sports Partnership; Sports Premium GI coaching |
| 4. Review procedures around support for pupils with disability to ensure access for all, including neurodiversity, hearing and visual impairment and anxiety and self-esteem. | Everyone in the school community, including children, staff and parents, feels valued, included and can access the curriculum and enriching experiences at Urmston Primary | Jane HelyarSimon Parker | Ongoing | Staff meeting/training and JH time |
| 5. Continue to ensure the representation and sense of belonging of all faiths represented in our school community. | Families of all faiths in our school community feel welcome and that they belong. | Yasmine AhleSimon ParkerSLT | Ongoing | Festivals calendarSocial Media; YA time/cover |
| 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. | Yasmine AhleSimon Parker | Ongoing | Time and space for forums and workshops |
| 7. To sensitively consider current affairs and how complex local, national and global issues are approached with the children and our school community, the rights of the child being central to the approach. | Urmston Primary will be a place where all members of the school community are clear on its views on the need for the rights of children and all human beings being upheld and respected. | Simon ParkerYasmine Ahle |  | UNICEF Rights Respecting Gold Award – cover for meetings, etc. Refreshments for meetings, etc. |
| 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. | All | Ongoing |  |