



Review date: September 2026

Equality Scheme 2023-2026

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Statement of purpose

We pledge:

- to respect the equal rights of all our pupils
- to educate them 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:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

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:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

The school is committed to ensuring all **REASONABLE, PRACTICAL AND PROPORTIONATE** steps are taken to ensure Equality and Diversity for our children, staff, parents, users and visitors. The school will work towards:

- Eliminating discrimination
- Advancing equal opportunity
- Fostering good relations

Statutory Requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in section 12 below addresses our duty under the Education and Inspections Act 2006.

The Equality Scheme ensures that the requirements outlined on page 25 of the EYFS Statutory Framework are included.

Community cohesion:

St John's C of E Primary School is a one form entry primary school which serves an area of mixed housing with higher levels of disadvantage than that seen nationally. A very large majority of pupils come from the Failsworth area, and some parents are in higher education.

Ethnicity/Culture

St John's C of E Primary School is situated in Failsworth which serves a community which is a predominately all white, working-class area. It has a working-class background with some significant movement in and out of the area. Most of our pupils are of White British heritage backgrounds. Some pupils are from minority ethnic heritages. Most of the children come from families who have lived in this area for many years.

Religion/Belief

Our school's religious beliefs are predominately of a Christian faith. A small percentage of children are of the Muslim faith and even smaller percentages follow other beliefs and faiths.

Impact evaluation indicates that in order for us to move forward with Community Cohesion it is necessary for us to develop more awareness and understanding of what Community Cohesion means for St John's C of E Primary school and begin to embed this growing awareness in all aspects of the life of the school so that staff and governors are more confident to talk about community cohesion and about the ways in which they are involved and contribute towards it. These issues will be outlined in our three-year action plan for Community Cohesion which is part of this Equality Scheme.

Responsibilities

The Headteacher takes the lead, but the governors as a whole are responsible for ensuring the school complies with all relevant equality legislation and for ensuring that the school Equality Scheme and its procedures are followed by:

- Drawing up, 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 Head Teacher is responsible for:

- Making sure steps are taken to address the school's stated equality objectives.
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils and their parents and carers know about them.
- 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.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

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 stereotyping.
- Taking training and learning opportunities.

The Head Teacher is responsible overall for dealing with bullying, reports of prejudice-related incidents or discrimination.

Visitors and contractors are responsible for following the relevant school policy according to our Equality Scheme.

Staff development

All staff have equal access to a rolling programme of Continuous Professional Development and training opportunities in terms of professional responsibilities as well as statutory requirements in relation to equality and cohesion and will follow the guidance of the Equality Scheme 2023 to 2026. (based on the equality act 2010)

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on the school website and by sending an electronic copy for monitoring purposes to the local authority by email.

This scheme will be kept under regular review for three years and then replaced in September 2026.

How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via the school website, prospectus, newsletter etc at the end of each school year. This being - July 2024, July 2025, July 2026

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

Annual Reports will also be available through S.E.F and S.I.P

How we conduct equality and impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy or maternity
- race
- religion or belief
- sex
- sexual orientation

All school policies, plans and procedures will be assessed regularly over the next three years as part of a planned programme. When policies are reviewed impact assessments will be carried out as a matter of course and policies will be amended as necessary in regard to the general duty under the Equality Act 2010.

Fundamental aims will be to promote equality of opportunity in all aspects of school life and the community.

Equality objectives identified by this process will be included in the three-year plan.

How we chose our equality objectives

- Through rolling programme for regular monitoring of policies,
- SEF
- Policy reviewing as part of Governor responsibility
- Review of impact / action plans
- Review of individual healthcare plans
- Talking, observing, consulting with all stakeholders

- Data analysis of all children
- School Council records
- Headteacher report to governors
- Racism logs
- Behaviour logs including protected characteristics
- Attendance Records

How information gathered is used

- To inform future planning
 - To adapt practice
 - To meet children's specific needs through provision mapping and differentiation
 - To inform/consult with the wider community/governors
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- To identify future staff and governor training needs
 - To review policies
 - To create plans for action

Our equality objective-setting process has involved gathering evidence as follows:

- Equality impact assessments for community cohesion
- Attainment data analysis of children- through school tracking system
- Data for children eligible for free school meals
- Attendance data
- Behaviour logs
- Racism logs
- Data for social dimensions – ethnicity, culture, religion, and belief, socio-economic
- Involving relevant people (including disabled people) from the start in the following way:
 - Pupil discussions
 - Parent/carers discussions
 - Consultation through questionnaires
 - Discussions with parents or carers for specific needs and care planning
 - Specific discussions at Beacon Primary School with a wheelchair user (where appropriate)

The evidence was then analysed to choose objectives that will:

- I. Promote equality of opportunity for members of identified groups
- II. Eliminate unlawful discrimination, harassment, and victimisation,
- III. Foster good relations between different groups in terms of
 - Ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and

- age.

Three Year Equality Objectives for 2023 to 2026

General Duty

We must have due regard to the following six areas in the operation of our school:

- Promote equality of opportunity between disabled and non-disabled people
 - Eliminate unlawful discrimination.
 - Eliminate harassment of disabled persons that is related to their disability.
 - Promote positive attitudes towards disabled people.
 - Encourage participation by disabled people in public life.
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- Take steps to take account of a disabled person’s impairments even where this involves treating the disabled person more favourably than other people.

We will achieve this by ensuring that every pupil receives the full curriculum and is helped to participate in all school activities, including trips.

We will ensure that we will do our best to ensure that the physical provision of the school does not prevent a disabled person having full access.

Definitions

The Disability Discrimination Act defines a disabled person as someone who has:

“A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

- “Physical impairment” includes sensory impairment.
- “Mental impairment” includes learning difficulties and impairment resulting from or consisting of a mental illness.
- “Substantial” means more than minor or trivial.
- “Long term” is defined as 12 months or more.

This definition includes a wide range of impairments such as dyslexia, autism, speech and language impairments and attention deficit hyperactive disorder. These will only be defined as a disability if the effect on the child’s ability to carry out day to day activities is substantial and long term, as defined above.

Develop and improve access to the curriculum for children with a disability				
Targets	Strategies	Who	When	Outcome
Liaise with other providers and parents to review potential new intake.	Improve induction procedures to gather information from parents including any previous settings attended.	HT / AHT	Termly	Children who may need additional to or different from provision are identified early.

	Ensure that information is received from previous settings.			
Staff have access to professional learning and development to enable them to meet the specific needs of children.	Needs analysis of PL&D is completed and appropriate learning opportunities and training identified. Professional learning and training is shared with all staff to ensure consistency Staff to attend team around the child meetings to identify individual children's needs and the most appropriate ways to support them to access the curriculum.	HT SENDCO	Ongoing	Staff have the appropriate knowledge and skills to meet children's individual and complex needs.
Ensure close liaison with outside agencies for children with ongoing health needs e.g., severe asthma, epilepsy or mobility issues	Improve induction procedures to gather information from parents regarding medical needs. Collaborate with identified agencies to ensure children's medical needs are met	SENDCO AHT	Termly	Collaboration is in place between all agencies to enable children's needs to be met.
Finely monitor and review progress and attainment of children with SEND	SEND support plans are regularly reviewed by the SENCO and key persons. Children with SEND are identified and discussed during progress meetings. PIVATS/FFT / schemes of work	SENDCO Subject Leads	Ongoing Termly Ongoing	Children with SEND make progress towards their support plan outcomes.
Monitor the attainment of more able children.	More-able children who require further challenge are identified and discussed at progress meetings. Appropriate interventions and targeted provision are implemented to ensure children reach their full potential	HT AHT	Termly Ongoing	More able children make proportionate progress and achieve above the typical expectation for attainment.

Improve the physical environment of the school to increase the extent to which children with a disability can take advantage of education

Strategies	Who	When	Outcome
<p>Complete annual review of asset management plan, review buildings conditions survey</p> <p>Review the annual intake of children to ensure that those with physical needs adjustments are made to improve their accessibility.</p>	<p>HT</p> <p>AHT</p>	<p>Annually</p>	<p>Ensure the building is accessible to children, parents, staff etc. with SEND.</p> <p>Reasonable adjustments made for individual children.</p>
<p>Monitor and review the learning environment, with specific reference to children with SEND.</p> <p>Use a largely neutral colour palette to avoid over stimulation.</p> <p>Provide smaller/Nurture spaces including mobile/Flexible spaces for children that support their self- regulation</p>	<p>DHT</p>	<p>Ongoing</p>	<p>Learning environments provide a holistic learning climate that thoughtfully plans the spaces and resources children need to engage in deep learning at their own level according to their individual needs and disabilities</p>

Disability Equality Objectives

Promote Equality opportunity between disabled persons and other persons by:

- Review and assess all policies and practices which promote equality and inclusion with regards to the Equality Act 2010
- Ensure all home/school correspondence is appropriate.
- All staff will have access to appropriate training.
- Training will be undertaken by Lead Professionals
- Training records will be in place and kept up to date

Eliminate unlawful discrimination by:

- All visitors will be made aware of School Policies and protocols.
- We will raise the general equality awareness through the internal reviewing of structures, training – for all staff and governors, and through consultation procedures.

Eliminate harassment related disabilities by:

- School logs will be used to record all incidents.
- We will ensure that all forms of bullying are not acceptable within our zero-tolerance policy through: –
 - I. Reviewing and updating our anti-bullying policy to show compliance with due regard to the Equality Act 2010
 - II. Implementing staff training for all staff by a Lead Professional
 - III. Reviewing and amending our Behaviour Policy to comply with the Equality Act of 2010
 - IV. All staff will adhere to protocols and policies.
 - V. Records will be kept of all staff training, they will be monitored and updated regularly.

Promote positive attitudes to disability by:

- A diverse range of stories/ curriculum materials will be purchased for each year group.
- PSHE themes will continue to be implemented into whole school assembly and further developed through curriculum planning.
- Activities from Jigsaw will continue to be used in assembly and PSHE&C lessons.
- PSHE work will be displayed in classrooms and around school to give a higher visual profile.
- Circle Time activities will be reviewed to ensure that some of these times lead with a positive theme towards disablement and do not just focus on actual impairments.
- Respect and moral values will be promoted through good role modelling e.g. all staff and visitors to have regard to disabled parking spaces, disability access and facilities available.
- School newsletter to be available in large print / audio version if requested by parents and carers.
- Parents and carers will be reminded that verbal explanations of letters and information will always be available.

Encourage participation by disabled people by:

- All after school club activities will be inclusive and accessible.
- Monitor and evaluate present after school clubs and follow up activities to ensure that they are inclusive and accessible to all children including children from Foundation Stage
- Through school planning – class and assembly times- invite a range of disabled people into school assembly times to enrich the school curriculum and children’s experiences.

Three Year objective to promote Race Equality:

Race Equality Objectives

Promote equality of opportunity and eliminate unlawful discrimination by:

- Policies and procedures will be reviewed and amended where necessary with due regard to the Equality Act 2010
- Relevant support services will be used fully and effectively and records kept.
- Opportunities for all staff to receive appropriate and relevant training will be part of a rolling programme and records of t training will be kept and monitored regularly.

- Pupil's achievement and data will be analysed through School Data Analysis and Tracking and through termly pupil progress meetings.
- Opportunities will be taken and made to discuss with parents and carers, issues relating to equal opportunities.
- The recruitment of a member of staff who has an additional language or is from an ethnic minority will be considered equally.
- The recruitment of governors from ethnic minorities will be considered equally.
- Consideration will be given to using the school budget to continue to provide a member of staff with an additional language.
- The school council will be involved in the promotion of equality of opportunity and evidence of this will be recorded through school council minutes.
- The attendance of all pupils and especially ethnic minority pupils will be monitored to avoid vulnerability – evidence to be seen through Attendance Data Analysis
- Attainment and progress data will be analysed to identify and target children who are underachieving.
- Parents, carers will be consulted through discussion, meetings, parent questionnaires, to evaluate and improve access to all school information.

Eliminate racist harassment by:

- Effective use school logs and reports to governors
- Update of training and reporting procedures for new staff, present staff and pupils in order to address acceptable and unacceptable behaviour.
- Training will be provided for all staff led by a Lead Professional
- Current anti-bullying policy and procedures will be evaluated and amended to address racial bullying, cyber bullying.

Promote good relations between different ethnic groups by:

- PSHE&C lessons will continue to be part of a developing new challenging curriculum and planning will show that good relations between ethnic groups are actively promoted in lessons.
- Multi cross-curricular links in equality procedures and policies will be promoted – this evidence of multicultural links to be evident in all policies.
- Visitors from different cultures, communities and disability groups will be invited and encouraged to come into school. Evidence of these visits will be part of curriculum planning and worship planning and records of visitors to be documented in school visitor book and school newsletter.

Three Year objectives promote Gender Equality:

Gender Equality Objectives

Eliminate unlawful sex discrimination by:

- Policies and procedures with reference to the promotion of gender equality will be amended with due regard to the Equality Act 2010

- Sex and Relationships policy will be reviewed with due regard to the Equality Act 2010
- Curriculum areas and current plans will be reviewed and adapted to ensure that they promote equal opportunity.
- Vulnerable groups will be identified and monitored through data analysis for low esteem and underperformance.
- Through devising and planning for a new challenging curriculum we will ensure that they promote equal opportunity – evidence for this will be within curriculum plans.
- Ensure that recruitment, appointment and pay policies adopted by Governors with reference to the promotion of gender equality will hold due regard to the Equality Act 2010 and are strictly adhered to.

Eliminate harassment related to gender and sexuality by:

- Through meetings, documentation, and planning everyone will be made aware of and understands the School Ethos – the evidence will be shown through a minimal number of gender related harassment incidents recorded in school logs.
- Staff training will address acceptable and unacceptable behaviour and will be available to all staff.
- Anti-bullying policy will be reviewed to ensure it protects children from harassment, sexist bullying, or peer on peer abuse.
- The whole school will actively pursue the promotion of positive role models within policies, procedures, resources, visits, and visitors to ensure that pupils show mutual respect to each other and to adults of both sexes.

Promote equality of opportunity between men and women by:

- Curriculum areas and policies will be reviewed to ensure that they promote equality of opportunity with due regard to the Equality Act 2010
- School data analysis system will be used to analyse pupil's achievement and attainment – pupils who are underachieving will be identified and highlighted and provision will be put into place.
- The monitoring of vulnerable groups identified through data analysis for low esteem and underperformance will be targeted for improvement.
- Learning styles will be reviewed to ensure that they promote equality of opportunity regarding the Equality Act 2010
- School Council will be involved in the promotion of equality of opportunity – evidence will be shown within the School Council minutes
- Recruitment, appointment and pay policies adopted by Governors hold due regard to the Equality Act 2010 and will be strictly adhered to

Children at St. John's C.E Primary will not be grouped or split for any activity according to their gender (apart from changing for physical activities and swimming)

Three Year access plan 2020-23

Outcome	Actions
<p>I. Improvements in access to the curriculum</p>	<p>Monitor effectiveness of the current curriculum in meeting all pupils' needs from foundation to Y6 by gathering and analysing evidence of pupil's attainment via EYFS Foundation Stage Profile, NTS Tests, SATS and Pupil data.</p> <ul style="list-style-type: none"> • Review staff training for areas within the 'Hidden' disability range- speech and language, visual communication, dyslexia, autism, severe learning difficulties, colour blindness through INSET to ensure staff are fully informed to make adjustments to teaching and learning approaches and resources dependent on individual needs. • Review School Visits arrangements identifying strategies to overcome potential disability access barriers by reviewing and updating policy.
<p>II. physical improvements to increase access to education and associated services</p>	<p>Complete annual review of Asset Management plan/Access plan and provide report for governors. Identify record and implement appropriate healthcare plans, multi-agency referral systems, Early help meetings. Review, training records- implement necessary staff training. Keep training records up to date. Update training for Lead Professional support requirements.</p>
<p>III. Improvements in the provision of information in a range of formats for disabled pupils</p>	<p>Review SEND Policy September 2020 Update SEND registers termly. Monitor SEND registers to ensure continual update. Update and improve storage of records and confidential information for all SEND pupils. Review and make necessary amendments to current resources against curriculum and pupil needs. Identify the range of necessary communication strategies- written large print, audio, Braille, translation etc.</p>

Three-year Community Cohesion Plan 2023-26

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

Outcome	Actions
<p>Develop awareness and understanding and to embed in all aspects of school life.</p> <p>Establish a comprehensive picture of the current position.</p>	<ul style="list-style-type: none"> • Develop a greater awareness and understanding of what Community Cohesion means for St John’s CE Primary School and begin to embed this growing awareness in all aspects of the life of the school through the planning and deliverance of training for staff and governors for staff and governors to be confident to talk about community cohesion and the ways in which they contribute to this. • Explore the ways in which current policies and plans contribute to Community Cohesion, and the extent to which Community Cohesion currently underpins those plans and policies. Community Cohesion to be a standing agenda item at all meetings and to be considered during any decision-making process. • Analyse impact of work undertaken. • Completion of community cohesion audit in relation to the three key aspects of engagement and extended services, teaching and learning and curriculum and equity and excellence.
<p>I. Teaching, learning and the curriculum.</p>	<ul style="list-style-type: none"> • Ensure that the principles of quality first teaching are adhered to in PSHE and RE lessons so that children make good levels of achievement in relation to PSHE. • Monitor through tracking / pupil voice, children’s progress in PSHE • Moderate planning to ensure that realistic but challenging targets are being set for all children. • Implement lesson observations for PSHE to monitor teaching and learning with the aim to increase the number of good/outstanding lessons being taught. • Monitor and evaluate the PSHE curriculum and ensure that it is responsive to world events to develop the children’s awareness of world issues and for them to begin to understand the impact of these on their lives and the lives of others around them - evidence of this will be through the collection of children’s work which will be collected throughout the year. • School council will be involved in the planning of exciting activities to develop their confidence in becoming effective and informed decision makers. • Children will be increasingly involved in reflecting on their own learning in relation to PSHE, RE, school assembly and through core subjects and foundation subjects. • Establish a culture whereby all planning will consistently reflect the 9 principles of equality to promote common values and understanding.

	<ul style="list-style-type: none"> • Support and training will be provided to support staff and maximise the potential of the development of the new challenging curriculum in terms of providing opportunities to ensure that Community cohesion is woven into all aspects of planning. • Planning will be moderated to identify the extent to which equality is reflected. Planning will illustrate evidence of how equality is woven into all aspects.
<p>II. equity between groups in school, where appropriate</p>	<p>Equality Policy will be reviewed and amended with due regard to the Equality Act 2010 to ensure it is relevant and up-to-date and meets any statutory requirements. This will be according to the guidance provided by Bolton Council / outside agencies.</p> <p>To develop the ways in which the pupil voice is heard in relation to equality issues, work with the School Council will be carried out to ensure that they have a good understanding of their responsibility in relation to equality. Opportunities will be identified for them to explore this. Work will be undertaken with them to identify areas which they feel can be improved within the school.</p> <p>Other agencies/professionals will be identified to support this. The school council will then be able to play a more meaningful, informed, and responsible role in the decision-making processes within the school.</p>
<p>III. engagement with people from different backgrounds, including extended services</p>	<p>Engage key stake holders in the establishment of a working group from the key groups – governors, staff, parents and carers, the church and from groups within the community e.g., health, police, well-being centres. This group will contribute towards planning the way forward through providing a forum for consultation and in the monitoring of the impact of Community Cohesion. School will be available to be used by different groups within the community on an increasing regular basis. Work undertaken to support equality will be recorded and celebrated through an annual report.</p> <p>Global links to be established which will offer children, staff, and parents the opportunity to develop meaningful interactions with children from different backgrounds.</p> <p>Evaluate impact of current global links and explore opportunities to strengthen these and develop new links. Opportunities will be explored of how to use Information Technology to support these links e.g. video links, website, e-mail.</p> <p>To further develop links with parents by engaging parents and carers from the very beginning of their child’s education. Consult with parents through questionnaires and develop outcomes for them to feel more involved and informed about their child’s school life.</p> <p>Build on current intake procedures by establishing home visits for children starting in reception class.</p> <p>Further develop links with well-being centres and establish systems for sharing information prior to children starting school, particularly in relation to engaging hard to reach/vulnerable children.</p> <p>To continue to inform parents information packs at the point of transition for each year group will be developed.</p> <p>Continue to implement the good practices and links already in place and established and further develop these through a process of monitoring and evaluation.</p> <p>To participate with the Trust School Parliament/Leadership programme – bringing schools within the Trust with different contexts together providing opportunities for understanding and tolerance of other faiths, beliefs, cultures and race.</p>

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St John's C of E Primary School Equality Scheme will be reviewed by October 2024

Signed _____ Headteacher Date _____

Signed _____ Named governor Date _____

Signed _____ Chair of Governors Date _____