



# EQUALITY POLICY 2023-2026

We will publish this document on our school website. A hard copy and a range of formats will be made available upon request. We will endeavour to overcome barriers to access consultation, e.g., language and communication, venues and times of meetings when carrying out consultation. Our focus will be on quality of opportunity in respect of the protected characteristics. We will endeavour to draw out potential differences and to consult with a range of stakeholders.

Date agreed: September 2023

Date for review: July 2026

If your preferred language is not English, or for those who are blind or partially sighted, please contact us on 0161 832 6637 to make to help you with this document.

September  
2023 – July  
2026

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### **1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first Equalities Scheme for *St Philip's CE 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 ..... Signed..... Date.....

Signed by Head of Governors

Name ..... Signed..... Date.....

## 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 protected characteristics; 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:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To further these aims, the school will choose and publish equality objectives.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **3. Ethos**

St Philip's CE Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. We promote an ethos that safeguards the dignity, respect and well-being of everyone. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud and able to participate fully in school life.

The achievement of all pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Philip's CE Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

At St Philips CE Primary School we welcome our duties under the Equality Act 2010. We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In developing our policy, we have therefore also taken them into consideration.

#### 4. School Profile

St Philip's CE Primary School is situated in the city centre on the border of Salford and Manchester but is part of Salford Local Authority. There are currently 232 pupils on roll, aged between 3 and 11 years. The catchment area has become increasingly diverse over recent years and the school has grown in size, due to local regeneration. The school is now a one-form entry primary school, having previously been half-form. The school is situated close to Salford University and, as a result, there are a number of parents who are students. This has led to high levels of mobility due to courses ranging from 1 – 4 years. After completing courses, the majority of these parents return to their home countries. This leads to a diverse but highly transient school population.

At the time of writing, St Philips has **232** pupils on roll (**208** excl. Nur). **54% (125)** of the school population are boys and **46% (107)** girls.

**32.3% (75)** pupils of the school population are in receipt of PP (Pupil Premium), with **0.4% (1)** child of the school population LAC (Looked After Child)

**22.4% (52)** children of the school population have identified SEN (Special Educational Needs):

- **14.7% (34)** children require SEN (support)
- **8% (18)** children have an EHCP (Educational Health Care Plan)

There are **16** pupils in Language Resource, which is **7%** of the school population.

**57.3% (133)** children do not have English as their first language, with **76% (176)** children not being White British. There are **40 languages** spoken by children and their families. There are a number of Muslim families that attend and who play an active part of school life as well as parents who regularly attend the local church.

#### Our achievements

- A refurbished class room to improve access enable pupils with mobility difficulties
- A washroom adjacent to year 1 ensures pupils with mobility difficulties are able to access a useable; sink, toilet, shower and changing table
- Step free wheel chair accessible access to the office, hall and KS1
- Wheel chair friendly steps from the yard into school
- Wheelchair friendly access into KS1 via a ramp from the playground
- Accessible toilets around school
- Wheelchair width doors in all areas
- Disabled parking spaces with immediate access to the school reception;
- Parking bays for minibuses bringing LR children to school
- Liaison with Dr Burffit (paediatrician)
- Liaison with hearing impairment team
- Hearing aid loop in the language provision
- Use of the learning support service
- SALT Buy-In
- Buy in extra Educational Psychologist time
- Liaison as appropriate with all available professionals and provision of auxiliary aids and services e.g. Occupational Therapist and Physio-therapist
- Liaison with Alternative Provision to support a range of needs

- Use of Ethnic Minority and Traveller Achievement Service (EMTAS) service to support pupils with English as an Additional Language (EAL) or who are traveller families
- Majority of Teachers and Teaching Assistants are Etklan trained
- Special Educational Needs (SENs) staff have additional post graduate qualifications
- School has the School of Sanctuary award
- School has Communication Friendly School award
- Qualified Mental Health first aiders on site
- Place 2 Be / Play therapist on site

## **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 update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment (see appendix A for Accessibility Policy).

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## **7. Community Impact Assessments**

We ensure we have due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example (choose an example that is relevant to your school), when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Community Cohesion**

We 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.

## **Achievements**

## Teaching, learning and curriculum

At St Philip's CE School we:

- encourage pupils to respect others and value diversity,
- plan across all subject areas in order to highlight opportunities to promote community cohesion e.g. health week, diversity week
- provide opportunities for learners to gain the confidence to play a part in their community e.g. charity activities such as Race for Life and collections for the Wood Street Mission;
- have strong links with local community groups and the local church
- make links with other schools in the area, including a Jewish School
- raise awareness of British Values
- have an active school council and Sparkle Group who promote key messages amongst the children
- Inter school sports and debating competitions with children from schools across the city

## Engagement and extended services

- All staff and pupils have close ties with church and the team that work there;
- Coffee mornings are held to which all parents are welcome and encouraged to attend
- Parent workshops across all phases of school
- International Days are held to celebrate the diverse communities living in the area and attending school;
- Art projects in collaboration with Islington Mill;
- All parents are invited to school activities such as Friday celebration assemblies, Church Services and activities in church.

## 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

- *questionnaires to parents and staff*
- *full Governing Board discussions and consultation,*
- *discussions and consultation with pupils and pupil groups*

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Policy 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 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;

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Designate a Governor with specific responsibility for the Equality Scheme.  Support the headteacher in implementing any actions necessary  Monitor progress towards achieving equality objectives
The Head Teacher	As above including:  Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness.  Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.



	<p>Ensuring that staff and parents are informed about the Equality Policy, what is expected from the school in carrying out its day-to-day duties.</p> <p>Monitor the policy and report to the Governing Board annually, on its progress and effectiveness.</p> <p>Report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term.</p> <p>Ensure that the Senior leadership team are kept up to date with any development affecting the Policy/action plan</p>
The Senior Leadership Team	<p>To support the Headteacher, provide advice/support in dealing with any incidents/issues</p> <p>Have general responsibility for supporting other staff in implementing this Policy</p> <p>Provide a lead in the dissemination of information relating to the Policy and assist in implementing reviews of this Policy</p> <p>Identify good quality resources and training and development opportunities to support the Policy</p>
School Staff	<p>Accept and uphold the commitment made to pupils and parents/carers on how they can be expected to be treated as detailed in the Equality Policy.</p> <p>Design and deliver an inclusive curriculum ensuring pupils from all groups are included in all activities and have full access to the curriculum</p> <p>Teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society</p> <p>know how to deal with incidents of concern, and how to identify and challenge inappropriate or discriminatory language or behaviour</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p>
Non -Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Head Teacher/Principal on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p>
Parents/Carers	<p>Have access to the Equality Policy</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>

	<p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated</p> <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Have the right to be informed of any incident related to this Scheme which could directly affect their child</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> <p>Report prejudice-based incidents to a trusted adult</p>

### 13. Annual Report and Review

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

### 14. Information, Feedback and Complaints

If you would like a copy of this Policy in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this policy or the action plans contained within it.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and by request from the school office.

## **Accessibility Policy**

### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995(DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

### **Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in our community for pupils, and prospective pupils, with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

### **Principles**

Compliance with the DDA is consistent with St Philip's aims and equal opportunities policy, and the operation of St Philip's SENDs policy. St Philip's recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

In performing their duties governors and staff will regard the DRC (Disability Resource Centre) Code of Practice Part 16 (2007).

At St Philip's we recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

At St Philip's we provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This plan sets out the proposals of the governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school, access education and participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced and revised as necessary and reported on annually. Below is a set of actions plans showing how the school will address the priorities identified in the plan.

**The main priorities in our school's plan are:**

Access to the curriculum and related activities

At St Philip's we will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

Access to the Physical environment

1. At St Philip's we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
2. Extending the car park to ensure available and accessible disabled parking.
3. Install window blinds to benefit pupils with visual impairments, and make classrooms more accessible to them.
4. Extending the space in a classroom to account for the needs of pupils with limited mobility
5. Provide a washroom to meet the needs of pupils with physical difficulties

Access to Information

1. At St Philip's we will try to ensure that we are aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
2. Provision of translation service for EAL parents.
3. Plan to increase the use of interpreters particularly for both statutory and non-statutory reviews.

**Linked Policies**

This plan will contribute to the review and revision of related school policies eg  
 School Improvement Plan  
 SENs policy and information report  
 SEN local offer  
 Equality Policy

This accessibility plan will be available from school upon request and will also be displayed on our school website alongside our Equality Policy.