

## Willow Tree Primary School – Equalities Scheme

### School Mission Statement

Our school sits at the heart of the community where all children can flourish and all families are welcomed. We are an inclusive school where everyone matters.

At the heart of our provision is a desire for all children to:

- Be confident
- Have hope
- Have friends
- Be inspired
- Know right from wrong

### 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 means that when we say equities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community.

Our equalities and human rights agenda is about proactively working to address inequalities and improving 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 document serves a few purposes; it 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 encounters 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 equality groups protected by the Equality Act 2010, it 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, 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 an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

### Rationale

The role of an Equalities Scheme is to set out our priorities for action, to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of 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.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it

### **School Values Ethos and Mission Statement**

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community. We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity. Our core values reflect those of the Local Authority which have been widely consulted across the region. They are:

1. To encourage mutual respect for all
2. To recognise and work with every diverse group regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation
3. To provide high quality inclusive services and facilities
4. To make sure our employment policies and practices are fair and challenge harassment and discrimination
5. To provide an atmosphere of harmony, respect and safety within an educational environment
6. We will proactively seek to review and restructure the cultures, policies and practices in school, so that they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

### **Community Cohesion**

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio economic groups. We have incorporated our priorities into our single Equality Scheme and objectives.

Strand 1 - Teaching, learning and the curriculum - with emphasis across the curriculum on the promotion of common values and valuing diversity, promotion of awareness of human rights and the responsibility to uphold and defend them, developing skills of participation and responsible actions.

Strand 2 - Equity and Excellence - equality for all to succeed removing barriers to access, eliminating variations in outcomes to different groups.

Strand 3 - Engagement and extended services - enabling the means for children and families to interact with people from different backgrounds and to build positive relations and links with different schools and communities-locally and more widely. We recognise that our school has a responsibility for educating children who will live and work in a country, which is diverse in terms of culture, religions or beliefs, ethnicities and social backgrounds. We understand that there are different types of schools in different communities and will promote the interaction of students with those in other schools.

We understand that we already have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups, age, sexual orientation, religion and belief. We must ensure that we do not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

#### 4. Salford's profile

Salford is a growing and increasingly diverse city. The city is home to Salford City College and the University of Salford, two mosques, one Gurdwara, a number of synagogues and churches.

There remain significant gaps between the most and least deprived parts of the city, and also between Salford and the rest of the North West and UK. It remains the fourth most deprived authority, in terms of both income and employment, in Greater Manchester and 15th in the Index of Multiple Deprivation in 2007

In 2009, the Office of National Statistics (ONS) estimated that the population of the city was 225,100. Of those 225,100 people:

- 41,000 were aged 0 -15 (18.2%)
- 144,900 were of working age (64.37%)
- 39,200 were older people aged over 60 for women or 65 for men (17.41%)

Salford experienced a 30.1% growth in the number of residents aged between 20 and 24 years, between 2001 and 2007.

Salford also received net inward migration of between 3,000 and 6,000, 16 to 24 year olds per annum. The ONS estimated that 1,200 people migrated to the city during 2007/08 and that the population grew as a whole by 2,100 people.

The city's mix of BME communities is unique to the region. The rapidly expanding Orthodox Jewish community, the second biggest outside London, is now believed to number in the region of 10,000 people - currently equivalent to 1 in 22 Salfordians, and around 10% of all young people in Salford are Jewish.

Other long-standing communities in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles.

In 2001, 13.65% of the population of East Salford were recorded as Jewish and 7.65% of the population of Eccles were recorded as Muslim. The last decade has seen the city's ethnic diversity grow even further, with a range of new emerging communities such as Roma, Francophone African and Eritrean.

The 2001 Census recorded only 3.87% of the population of the city was non-white. In 2007, however, the Office for National Statistics had revised this to 7.99%.

The data from our school's census suggests a continuing trend towards diversity, with 85.5% of Salford pupils identifying as White British in 2010 compared to 96.8% in 2001.

The University draws learners from across the UK and the World, whereas the intake at the College is sourced much closer to home. This diversity is reflected in the statistics: in 2006-07, 18.2% of those entering undergraduate courses at the University were of Black, Minority Ethnic (BME) heritage. In addition, 9.5% considered themselves to have a disability.

Since 2004, Salford, like many areas of the UK, has seen a rapid influx of migrant workers from central and Eastern Europe, the city has been one of the region's main gateways for asylum seeker dispersal.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around Manchester city centre (which includes the central Salford electoral wards). Anecdotal evidence suggests a relatively well-established community in the Lower Broughton and Pendleton areas close to the University.

Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

The 2001 Census also indicated that 22.82% of the population had a limiting long-term illness.

We know that nearly half of all people claiming Incapacity Benefit in Salford do so for mental health reasons, which is 10% higher than the average for England. The most common type of reported hate crime in Salford is racially aggravated hate crime incidents. Jewish and Muslim people are at much greater risk of being a victim of hate crime in Salford. For example, of the 206 anti-Semitic incidents in Greater Manchester recorded in 2009 by the Community Support Trust, 75 were in Salford. Research on Muslim communities in central Salford completed in 2010 revealed that 28.9% had experienced racial and other forms of harassment.

By 2024, our population is projected to have increased to over 240,000 people.

#### School Profile

- The school serves the Langworthy, Seedley and Weaste wards of Salford
- The majority of children are of white British background
- The percentage of pupils from minority ethnic backgrounds is below the national average at 25% in 2018
- 15% of children have English as an additional language
- The school serves an area of high deprivation. The percentage of children eligible for pupil Premium is 44% well above national average
- Attainment on entry is well below national age-related expectations in mathematical development (MAT), knowledge and understanding of the world (KUW), physical development (PD) and creative development (CD, (PSED) and (CLL)
- The proportion of pupils with SEN including those with a statement is 113, which is above the National Average.
- Pupils enter the school in the Nursery and remain until they are 11 and the stability of pupils in the school is good and above the national average.
- The school is committed to Equal Opportunities, which is driven by the National curriculum inclusion statement and will make each child welcome regardless of race, colour, creed or disability.
- At a whole school level, both the staff and pupils are committed to the school becoming a place where everyone can participate fully on an equal basis.
- Willow Tree has a distinctive family caring character with a welcoming ethos, which is frequently commented upon by our visitors.

## Equalities Objectives

We have identified the following areas which we believe will make a significant difference to our school community and ensure tangible outcomes

Objective	Activity	Outcome	Personnel	Reporting To	Target Date	Review Date
Implementation of Single Equality Scheme	Publicise Scheme for parents and staff	Parents and school community aware of the single Equality scheme	R. Munro	Staff Governors	March 2017	March 2019
To support new EAL students in school	New induction procedure developed for new EAL children	EAL students are integrated well into school and making good progress	S. Walker-Smith	R. Munro Governors Parents Staff	March 2017	September 2017
Gender/Race/Disability	Gender /Race/ Disability Ensure that all have equal access to all aspects of the curriculum and that all are making good progress. Curriculum motivates all pupils.	Curriculum motivates all pupils. All teachers are aware of the gaps in learning for different and vulnerable pupils	All teachers SEND coordinator	R.Munro	Half termly from Sept 2016	Summer 2018
Active celebration of different faiths	Timetable of assemblies to reflect special times of year for different cultures. R.E curriculum for all classes to reflect	The profile of diversity is raised through pupils learning about different cultures beliefs.	All teachers RE Lead: J Griffiths	R.Munro	Throughout the year	Annual review

	diversity of religions					
Community Cohesion	Ensure equal access to information for all parents through letters, website and texts	All groups of school community kept informed	R.Munro	Governors	Throughout the year	Annual Review

### Accessibility

Willow Tree is a fully accessible school.

### Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments. These are completed using local information gathered from community police officers and community groups

### Community Cohesion

We also 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 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

### 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 pupils, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies.
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity

- Rich learning experiences about human rights and British Values inside and outside of the classroom

### **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.

### **Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Board, Head Teacher, SLT 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:

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- monitor the scheme and report to the Governing Board yearly, on its progress and effectiveness
- ensure that the SLT are kept up to date with any development affecting the scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the scheme every 3 years

The Governing Board will:

- establish that the action plans arising from the scheme are part of the school improvement plan
- support the head teacher in implementing any actions necessary
- inform and consult with parents about the scheme

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme
- provide a lead in the dissemination of information relating to the scheme
- identify good quality resources and training and development opportunities to support the scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues

Parents/Carers will:

- have access to the scheme: School website
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them
- be aware of the implications of the scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society

- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the scheme
- be made aware of the scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

#### **Annual report and review**

Each year the school will publish a report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice. The scheme will be reviewed on a termly basis by the Head teacher, senior staff and the governing Board.

#### **Information, feedback and complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans, or if you wish to make a complaint, please contact;

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