



# Equality Scheme 2016-2019

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<b>Ratification by Governors</b>				
<b>Committee:</b>	<i>Full Governing Body</i>	<i>Standards</i>	<i>Welfare, Inclusion &amp; Pupil Support</i>	<i>Resources</i>
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<b>Signature:</b>				

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## **1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us are parents, or are pregnant and belong to a particular faith group (or none), with an increasing number of us recognising that we have a disability. Some people may be gender reassigned, or identify as being transgender, and many adults are either married, in civil partnerships, or live in other types of family units. 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 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 is the first single Equalities Scheme that Light Oaks Junior School has produced. This document serves several purposes: it sets out our schools 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 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 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 an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

Zandra Wilkinson  
Headteacher  
Light Oaks Junior School  
Salford

## **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 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.

## **3. School values, ethos /Mission Statement**

- The staff, governors, parents and pupils of Light Oaks Junior School believe that all members of the school community should be supported to achieve their best.
- We believe in collaboration and working together to ensure that nobody gets left behind; that we can achieve together and that everyone will strive to be the best they can be, through resilience, perseverance and respect.

**Together, our school community has developed a series of statements which we refer to as our non-negotiables. These are the basis for all of our teaching and learning and have been informed by the highest quality educational research.**

## OUR NON-NEGOTIABLES

<b>Positive attitudes &amp; atmosphere:</b>	<i>We are positive &amp; make our school a special place to be</i>
<b>Clear, high, consistent expectations:</b>	<i>Our teachers believe in us</i>
<b>Feeling &amp; being safe:</b>	<i>We feel safe &amp; help others to be safe</i>
<b>Equality of treatment &amp; opportunity:</b>	<i>Everyone is equal &amp; is treated fairly</i>
<b>Mutual respect:</b>	<i>We respect ourselves &amp; everyone around us</i>
<b>Motivation &amp; effort:</b>	<i>We always do our best &amp; our behaviour is excellent</i>
<b>Progress in thought or deed:</b>	<i>We improve all the time &amp; learn from mistakes</i>
<b>Active, high-quality learning:</b>	<i>We want to learn, we can learn, we do learn</i>

#### 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 15<sup>th</sup> 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 schools 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.

At the other end of the age spectrum, there was a relative worsening in the extent to which income deprivation affects older people. Over the age of 75, the proportion of women to men in every ward of the city is in the region of 3:2, which can be partly explained by the lower life expectancy for men than women

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.

#### 4. School profile

Light Oaks Junior School is a larger than average junior school, with three classes in each year group. We specialise in educating children from 7-11 years old and work closely with the Infant School with whom we share the site.

We are located on the edge of the inner city of Salford and serve a mixed, predominantly white British population. We have low free school meals take-up (13.8%), but higher levels of disadvantage (23%). The proportion of children who have support for SEND is also low.

Our attainment is good, well above floor standards in all measures; our disadvantaged pupils achieve as well as our non-disadvantaged pupils at age related expectations.

We hold the Healthy Schools Award, the Eco-Schools Silver Award, Sainsbury's Silver School Games Mark, The Fair Trade Achiever Award. We are also a Heart Safe School and were named Hand on Heart educational Establishment of the Year 2014.

In order to meet our equality objectives it is important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

#### SEND

Level	Y3	Y4	Y5	Y6	TOTAL	2014-15	2013-14
<b>SEND Support</b>	15	20	13	14	62	57	47
<b>S/EHCP</b>	0	1	1	2	4	3	6
<b>All SEN</b>	15	21	14	16	66	60	53
<b>boys</b>	11	15	10	10	46	44	36
<b>girls</b>	4	6	4	6	20	16	17

All of the pupils who have an EHCP have social, emotional and learning difficulties. One, with very complex needs, has behavioural difficulties.

One pupil has minor physical disabilities.

There are currently 6 pupils who have been identified as being on the Autistic spectrum (either diagnosed or identified without diagnosis)

There have been two short term exclusions (both 1 day) in 2015-16 for the same child. There have been no other exclusions during the past 5 years.

## **Gender**

The school currently has more boys than girls:

Boys: 202 (56%)                      Girls: 157 (46%)

There is no significant difference in boys and girls' attainment in the school

## **Ethnicity**

The school has lower than average levels of ethnic minority pupils. Pupils perform as well as, or better than, the rest of the cohort.

**MEG: 19%            EAL 8.4%**

## **Socioeconomic Background**

Whilst FSM rates are low (18%), Ever 6 are higher:

<b>Year Group</b>	<b>Total Eligible</b> <i>Figures in brackets are for 2014-15</i>	<b>% eligible</b>
Y3	16 (21)	18 % (23%)
Y4	21 (20)	23 % (23%)
Y5	20 (23)	23 % (26%)
Y6	23 (24)	26 % (27%)
<b>Whole school</b>	<b>80 (88)</b>	<b>23 % (25%)</b>

Disadvantaged pupils attain as well as their peers at age related standards, but a significant proportion do not achieve higher levels of attainment. This is an area for development which is part of the SIP.

## **Mobility:**

Mobility is very low.

## **Mental Health & Wellbeing:**

We are increasingly concerned at the proportions of pupils who have mental health needs. We have a monitoring system which we review closely every half term. All staff highlight any concerns they may have; the inclusion leader, in collaboration with the DCPPs, the HT and the Senco develop support for pupils who need it, regardless of whether they have any 'diagnosis' or other referrals. We provide a range of wellbeing interventions in school including:

- talk time
- pyramid club (social relationships programme)
- art, photography and other creative self esteem & confidence building clubs
- Outdoor group therapeutic interventions (Wild Crew, Wild Tribe)
- one to one play therapy sessions

## 5. Equalities objectives

Having outlined our school strength and challenges, we have identified the following four priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes. A more detailed plan can be found in Appendix 1

- *Eliminate unlawful discrimination*
  - **Respect: To promote British Values and respect across the school**
- *Advance equality of opportunity*
  - **Mental Health: Invest in training for staff to support therapeutic interventions**
  - **SEND: Develop autism awareness**
- *Foster good relations*
  - **Ethnicity: To raise awareness of other cultures.**

We identified these objectives based on MALS (Myself as a Learner Scale) data, monitoring data on wellbeing, internal and external attainment data analyses, trial interventions, SLT and whole staff discussions.

## 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 every 3 years. This outlines our plans and commitment to increase accessibility of our school environment. The plan can be found on our Website or a paper copy can be requested from the School Office.

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

## 7. Community Impact Assessments

In order to test our anti discriminatory policies, we follow the models developed by Salford City Council. As such, we rely on the community impact assessments carried out by them during consultation required by the Equality Act 2010.

## 8. 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;

## 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.
- The promotion of British values across the school which is well-embedded and constantly referred to by all staff and pupils.
- 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 via the school council and house system.
- Rich learning experiences about human rights inside and outside of the classroom through a robust curriculum

## **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. This included information gained from the bi-annual parent survey, school council discussions and staff meetings.

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme 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 will be a significant factor in selection during any tendering process.

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

The governing body, 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;

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 Body quarterly, on its progress and effectiveness
- ensure that the Senior leadership team 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 Body will:

- designate a governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the Headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the Scheme are part of the school development Plan
- evaluate and review this scheme termly basis

#### 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
- assist in implementing reviews of this scheme as detailed in the school improvement plan

#### Parents/Carers will:

- have access to the Scheme
- 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

### **13. Annual report and review**

Each year the school will publish an annual 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 Headteacher, senior staff and the governing body.

### **14. 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;

Mrs Louise Buckley  
Light Oaks Junior School  
Lancaster Road  
Salford  
M6 8LU

0161 789 1070 or via the website [www.lightoaksjuniorschool.co.uk](http://www.lightoaksjuniorschool.co.uk)

Appendix 1: Equalities Targets

Objective	Activity	lead	reporting to	Target date	Review Date	Reason for objective	Outcome Sought	Impact
<b>Eliminate unlawful discrimination</b>								
<u>Respect</u> To promote British Values and respect across the school	Collective Worship promotes respect and tolerance.  British Values promoted in school.  New wellbeing Curriculum ensures discrimination is discussed and mutual respect is promoted.	G Morris  H Burke	Z Wilkinson	July 2016	January 2016  March 2016  July 2016	Specific curriculum objectives need to tackle these areas of learning	An ethos of respect across the school  Children understand the importance of the British Values  A robust wellbeing curriculum which promotes tolerance and respect	
<b>Advance equality of opportunity</b>								
<u>Mental Health</u> Invest in training for staff to support therapeutic interventions	Embed a rolling programme across the school over the next 2 years.	C Walker	Z Wilkinson	July 2017	January 2016  March 2016  July 2016  December 2016	A large number of pupils show characteristics of mental health needs (123/360 in September 2015)  There is little available support in the local area for children who do not meet specific CAMHS criteria.	Impact on high risk pupils - SDQ scores to improve for these pupils.  Achievement to improve by the end of KS2	

<u>SEND</u> Develop autism awareness	Work towards autism awareness award over the next 2 years.	J Hughes D Lindley	C Walker Z Wilkinson	July 2017	May 2016  July 2016  December 2017  March 2017  July 2017	A greater number of pupils are being diagnosed or are showing traits of being on the Autistic Spectrum ( X)  Teachers feel unable to support these pupils as they do not have enough knowledge in this area.	Achieve autism awareness award  Staff more confident to work with ASC pupils	
<b>Foster good relations</b>								
<u>Ethnicity</u> To raise awareness of other cultures.	To re- apply for the International Schools Award	S Harrison	Z Wilkinson	December 2016	March 2016  July 2016  October 2016	School has a lower than average MEG population.  Children need a greater understanding of other cultures.	Gain the ISA by the end of December 2016.  A greater understanding of the wider world, different cultures and religions.	