



# **Grosvenor Road Primary School**

## **SINGLE EQUALITY SCHEME**

2023 - 2027

Headteacher: Mr J L Pridden \_\_\_\_\_

Chair of Governors: Mr P Wilson \_\_\_\_\_

Agreed by the Full Governing Board on 22<sup>nd</sup> May 2023

## 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 3<sup>rd</sup> revised Equalities Scheme for Grosvenor Road 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.

## 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.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

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](#).

## **School values**

At Grosvenor Road we use the phrase “Be the best you can be” to sum up what we are about. Everyone at school wants each and every child to achieve their very best and everything we do strives towards that aim.

We endeavour to ensure that all children enjoy school, feel safe, are challenged, engaged, and motivated to be the best they can be. As a fully inclusive school, we provide a broad, balanced and appropriate curriculum for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We learn from each other and promote the British values of tolerance, mutual respect, democracy and the rule of law alongside other values such as self-belief, perseverance and friendship.

## **Race Equality**

In line with the requirements of the Race Relations (Amendment) Act 2000, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in our policies, procedures and curriculum. We believe that our School must be a safe place for everyone and we are committed to the principles of:

- tackling racial discrimination
- promoting equality of opportunity and good race relations

## **Tackling racial discrimination**

We will tackle racial discrimination by monitoring the outcomes of opportunities at our School and by dealing with and reporting racist incidents.

We accept the definition of a racist incident:

A racist incident is any incident that is perceived to be racist by the victim or any other person.

Allegations of harassment and discrimination based on ethnicity will be investigated as far as possible, using the School’s usual disciplinary procedures and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence. Our procedure for dealing with racist incidents will be made known to everyone at or connected with our School. Racist incident report forms will be completed to help the School monitor incidents and take appropriate action, with a summary of incidents being reported termly to Governors. Copies of racist incident report forms (with no names of individuals) will be sent to the LA. In the event of a member of staff being implicated, the usual disciplinary procedures will apply.

## **Promoting equality of opportunity and good race relations**

These aspects of our race equality work will largely be done through monitoring (see Objectives section) and planning within the curriculum to reflect diversity and engage with teaching about discrimination and race equality.

### **Gender**

We believe that girls and boys should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the School will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE;
- avoiding gender stereotyping when organising pupils into groups.

### **Sexual Orientation**

This School is fully committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people. We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for pupils and staff based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our pupils to live free from harassment and to feel safe as they enjoy and achieve throughout their time at our school. We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole.

## **Disability**

The School is fully committed to the new duties placed on Schools in the Special Educational Needs and Disability Act 2001 and accepts its definition of a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities.”

We will consider the needs of all people in School including:

- pupils who may be disabled but not have a statement of special educational need not be on any stage of special needs assessment;
- teachers and other School staff;
- Governors;
- all visitors to School.

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff and to the curriculum for disabled pupils. In addition the School will ensure that discrimination does not occur and that disabled people will not be placed at substantial disadvantage compared to others who are not disabled. In particular, our policies relating to the education and related services we provide and our admissions policy will ensure there is no substantial disadvantage.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks;
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum;
- identifying aspects of their programmes of study and learning objectives that may present specific difficulties for individuals.

## **Salford and School Profile**

### **Demographics of Salford**

The **population of Salford is 270,764** according to mid-2021 population figures published by the ONS. Salford's population growth rate between mid-2020 and mid-2021 was 1.5% per year. Salford covers an area of 97 square kilometres (38 square miles) and has a population density of 2,786 people per square kilometre (km<sup>2</sup>), based on the latest population estimates taken in mid-2021.

According to the latest [2021 census](#), the population in Salford is predominantly white (82%), with non-white minorities representing the remaining 18% of the population.

The median average age in Salford in 2021 was 34.1, with over 18s representing 81.5% of the population. The sex ratio was 101.0 males to every 100 females. [Compare average age by area.](#)

In 2021, the urban population of Salford was approximately 233,649 or 100%, while the rural population was around 284 or 0%.

The largest religious group in Salford is Christians who account for 48% of the population.

English is spoken as the main language by 88.6% of people in Salford, and spoken either well or very well by 9% of the population. 2.1% reported having poor English language skills, and the remaining 0.3% spoke no English at all.

### **Demographics by Age and Gender**

According to mid-year population estimates published by the ONS in 2019, males account for 50.2% of Salford's 270,764 population, while females made up 49.8% of the total.

The sex ratio (the number of males for each female in a population) was 100.954 males to every 100 females in 2021. In England as a whole, the gender ratio was 96 males to every 100 females in 2021.

Age statistics collected by the ONS show the adult population of Salford, that is how many people there are over the age of 18, is 220,753.

Salford's age structure shows the working-age population to be 184,721 which is 68.2% of the population. People under the age of 16 represent 18.5% of the population, and over 65s represent 13.3% of the population. The percentage of the population that is of working-age has decreased over the last 10 years from to .

## Ethnicity in Salford

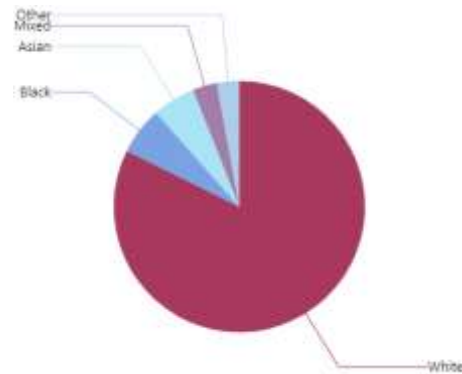
According to the latest [2021 census](#), the population in Salford is predominantly white (82.3%), with non-white minorities representing the remaining 17.7% of the population.

Black people were the largest minority group in Salford accounting for 6.1% of the population.

In England more broadly, the portion of the population that is white is 81%. 10% are Asian and 4% are Black.

### Population by race in Salford, 2021 census

- White - 222,248 people or 82.3%
- Black - 16,473 people or 6.1%
- Asian - 14,938 people or 5.5%
- Mixed - 8,501 people or 3.1%
- Other - 7,762 people or 2.9%



## Religion in Salford

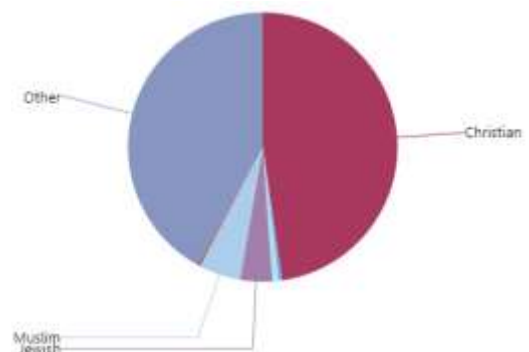
According to the latest 2021 census, the most populous religious group within Salford is Christians, accounting for 47.7% of the population.

Salford has a Muslim population of 13,542 which is 5.0% of the population.

Compared to England as a whole, in England circa 46% of the population is Christian, 7% is Muslim, 2% is Hindu, and Buddhists, Sikhs and Jews each is around 1%. The remainder is split between people with no religion and those who decided not to identify a religion.

### Religious groups in Salford, 2021 census

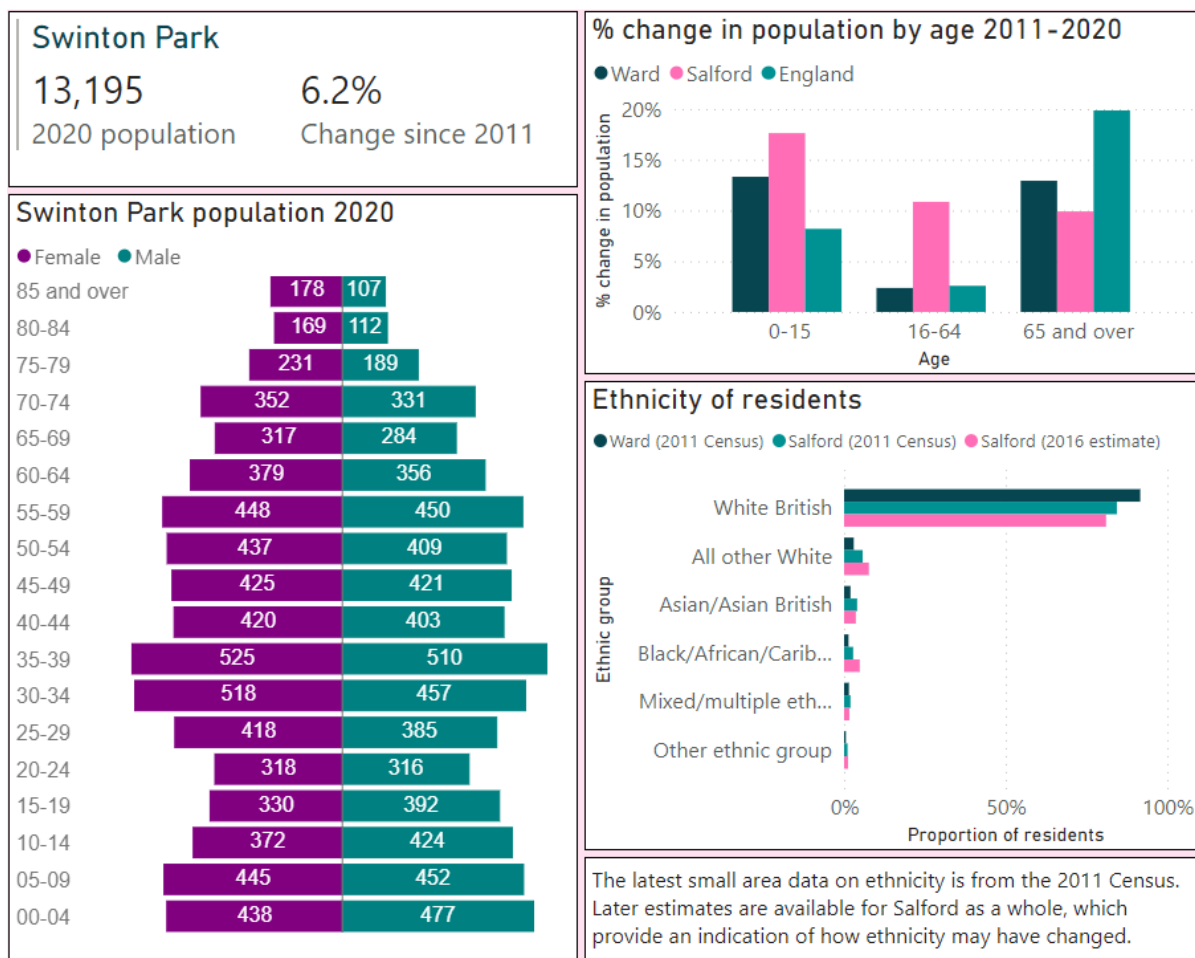
- Christian - 128,785 people or 47.7%
- Buddhist - 1,022 people or 0.4%
- Hindu - 2,113 people or 0.8%
- Jewish - 10,373 people or 3.8%
- Muslim - 13,542 people or 5.0%
- Sikh - 728 people or 0.3%
- Other - 113,360 people or 42.0%





## Our School is in the Swinton Park Ward:

- In 2020, a total of 13,195 people lived in this Ward - an increase of 6.2% since 2011.



<https://www.salford.gov.uk/people-communities-and-local-information/my-local-community/ward-profiles/>

## School profile

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

The majority of children are of white British background.

The percentage of pupils from minority ethnic backgrounds is above the national average at 30.6% in 2023.

17.2% of pupils have English as an additional language.

The school serves an area of deprivation. The percentage of children eligible for pupil premium is well above the national average at 35.2%.

Currently, 15.2% of the children in school receive SEN support. 1.4% have an EHCP.

### Equalities objectives

Having scrutinised our school strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to the outcomes for all our children.

Objective	Action	Success Criteria
To improve early learning for our disadvantaged children.	Deliver Speech and Language support and intervention in the Early Years.	The gap is narrowed for disadvantaged children in Early Years.
To improve the achievement of disadvantaged children across all phases of learning.	Use the Pupil Premium to improve learning outcomes for disadvantaged children.	Narrow the gap between this group and others nationally.
To improve the achievement of pupils identified as having special educational needs (including those with a statement or EHCP) and those with disabilities.	Ensure children are supported effectively by staff, who are well trained in how to plan and deliver intervention strategies suited to the needs of individual pupils.	Narrow the gap in achievement by this group and their peers nationally.
To improve the achievement of pupils where English is an additional language.	Ensure children are supported effectively by staff who are well trained in how to plan, organise and deliver strategies suited to the needs of learners of any age with English as an additional language.  Ensure families feel supported by school.  Ensure curricular resources reflect diversity.	Children with English as an additional language make good progress and are supported to achieve.  Narrow the gap between this group and others nationally  Families feel supported.

<p>To improve the attendance of disadvantaged children across all phases of school</p>	<p>Ensure children and families are supported effectively staff</p> <p>Purchase additional support from the EWO Service and work closely with families</p> <p>Raise the profile of attendance in assemblies and communications with parents.</p> <p>Strategic identification of children a risk of declining attendance and implementation of an early warning system for parents.</p>	<p>The attendance gap is narrowed for disadvantaged children across all phases.</p>
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### **Accessibility Action Plan**

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have an accessibility action plan which outlines our plans and commitment to increase accessibility of our school environment.

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

### **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, 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

## **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.
- Rich learning experiences about human rights 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 will be a significant factor in selection during any tendering process.

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

The Governing Board, Headteacher, senior leadership 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 Headteacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, 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 4 years

The Governing Board 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 on an annual 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

### **Annual Report and Review**

Every autumn term, the Headteacher will outline, in the Headteachers Report to the Governing Board, the progress on the action plan, equality information, accessibility plan and community impact assessments.

Policy Date: April2023

Next Review Date: April 2027