



EQUALITY SCHEME

**March
2023 –
March
2026**

Date	March 2023
Compiled by	K Dearing & C Brookes
Ratified by Governors	29 th March 2023
Date for review	March 2024
Amendments	Policy compiled in consultation with Salford LA

Salford City Council

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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 revised single Equalities Scheme for Godfrey Ermen Memorial 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 Julia Kinch

Signed.....

Date.....

Signed by Head of Governors

Name Councillor John Mullen

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 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. School Values, Ethos/Mission Statement

At Godfrey Ermen Memorial CE Primary School, we are dedicated to the development of the whole child. We encourage our children to grow in self-esteem, understand others and learn how to be a friend and to be a vital part of the whole school community. We support every child in developing their full potential morally, spiritually, culturally, intellectually and physically, and in

doing so encourage them to grow in to rounded individuals capable of making a positive contribution to society and the environment in which they live.

Our Christian ethos underpins our core PRIDE values:

Personal Excellence - hope & wisdom

Respect & Friendship - love, forgiveness & tolerance

Inspiration & Innovation - reverence & creation

Determination & Resilience - endurance & faith

Equality - justice & compassion

These values are built into the ethos and teaching of the school and are modelled by everyone at Godfrey Ermen.

At Godfrey Ermen Primary School we aim to be distinctive in our Christian character by living out our school values daily.

Collective Worship is a key part of our school day, setting the tone for the behaviour and ethos of our school family. As a Church of England (voluntary aided) school, Religious Education is a central part of the curriculum and a core subject. Here children learn more about aspects of Christianity and gain an understanding and appreciation of other religions too.

Please see following policies and documents on our school website:

www.gems-salford.co.uk

- SEN Policy
- SEN School Information Report
- Accessibility Plan
- Collective Worship
- RE Policy

4. School Profile

Godfrey Ermen Primary school is situated in the Peel Green area of Eccles. There are currently 425 pupils on roll, aged between 3 and 11 years old. The catchment area is becoming increasingly diverse, with families entering school throughout the year from other parts of Salford, other parts of the UK and from around the world. There is a high level of mobility across the school population.

At the time of writing, there are **425** pupils on roll (**388** exl. Nursery). **51%** (**215** children) of the school population are girls and 49% (210 children) are boys.

36% (**154** pupils) of the school population are in receipt of PP (Pupil Premium), with **0.1%** (**1** child) of the school population LAC (Looked After Child – known as cared-for children in Salford).

22% (**95** children) of the school population have identified SEN (Special Educational Needs):

- **21%** (**89** children) require SEN support
- **1%** (**6** children) have an EHCP (Educational Health Care Plan)

16% (**70** children) do not have English as their first language. There are **29 languages** spoken by children and their families (see below).

Our achievements

- Step free wheel chair accessible access to the playground and to the KS1 department
- Ramps around school
- Lift in the main reception area
- Accessible toilets around school with plans in place for the remodelling of an existing toilet to improve disabled access
- Wheelchair width doors in most areas
- Disabled parking spaces with immediate access to school
- Liaison with school health
- Liaison with hearing impairment team
- Use of external partners, incl., learning support service, Primary Inclusion Team
- 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; e.g., Youth Service
- 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
- CPD training in place to support pupils with additional needs; e.g., autism, speech therapy, Word Aware
- Special Educational Needs (SENs) staff have additional post graduate qualifications
- School has Communication Friendly School award
- Qualified Mental Health first aiders and champions on site
- Place 2 Be therapy in place once a week
- Trained Thrive Practitioners on site

Attainment Results 2021-2022:

GLD OUTCOMES

	% GLD expected
Reception	62%

Word Reading	Writing	Maths (Number)	Maths (Numerical Patterns)
79%	66%	76%	78%

PHONICS SCREENING

	Year 1	Year 2
% children achieve standard	61%	89%

KS1 OUTCOMES

	% achieved EXS+	% achieved GDS/HS
Reading	51%	14%
Writing	60%	-
Maths	72%	9%
Combined R/W/M	49%	-

KS2 OUTCOMES

Number of pupils in the cohort: (not including child disappled)

Number of pupils involved in the progress score: (of cohort)

School	Reading	GPS	Writing	Maths	Combined
National Average	74%/27%	72%/26%	69%/10%	79%/21%	59%/6%
Godfrey Ermen	67%/9%	58%/15%	39%	55%/9%	31%
Difference to national	-7%/-18%	-14%/-11%	-30%/-10%	-24%/-12%	-28%/-6%
Average Score	101.8	101.3	-	100.5	-

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.

Contextual Pupil Information: March 2023

Number on Roll:	425		National Figure
Boys	210	49%	
Girls	215	51%	
Free School Meals	154	36%	22.5%
Pupil Premium	153	36%	23%
Ethnic Minority Background	103	24%	34.8%
EAL	70	16%	19.5%
Cared for Children (LAC)	1	0%	
SEN	89	21%	16.5%
EHCP	6	1%	4%

Attendance:

Average Attendance	89.9%
Boys	89.7%
Girls	91.9%
Free School Meals	86.9%
Pupil Premium	87.1%
EAL	92.7%
Cared for Children (LAC)	99.1%
SEN	86.5%

Gender:

Attainment (Y1-6 Just At +)

	Reading	Writing	Maths
Whole Cohort	66%	61%	68%
Boys	64%	56%	70%
Girls	68%	66%	67%

Ethnicity:

Our community comprises of families of many different ethnicities **34.8%** of our school community come from different ethnic backgrounds. However, the

large majority of pupils attending Godfrey Ermen Memorial CE Primary School are of White British heritage (**65.2%**). The ethnic groups represented at Godfrey Ermen Memorial CE Primary are:

Asian or Asian British

- Indian
- Pakistani
- Chinese
- Any other Asian background

Black, Black British, Caribbean or African

- African
- Any other Black, Black British, or Caribbean background

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic background

White

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Any other White background

Languages:

There are **29** different languages spoken in the homes of our school community.

English	Arabic	Yoruba	Urdu	Igbo
Oromo	Turkish	Czech	Cantonese	Bulgarian
Slovak	Hindi	Polish	Portuguese	Kurdish
Akan	Twifante	Romanian	Pashto	Pakhto
Telugu	Lithuanian	Ndebele	Albanian	Shaip
Greek	Dutch	Flemish	Tamil	

Religion:

There are 4 faiths followed by members of our school community:

- Christianity
- Buddhism
- Islam
- Hinduism

We also have children who identify as having no faith.

EAL attainment- Just At +

	Reading	Writing	Maths
EAL	59%	59%	64%

Exclusions:

There have been a total of 16 sessions where a fixed term suspension has been in place in the 2022-2023 academic year.

Mobility- April 2023

Year Groups	September 19th 2022 Cohort	Up to December 20th 2022		April 2023* (*Numbers up=to last day of term 31 st March)	
		-	+	-	+
N	34	0	2	1	1
R	49	2	8	1	4
1	58	1	3	2	0
2	56	2	1	0	1
3	41	0	4	0	1
4	60	1	1	3	1
5	60	0	0	1	1
6	53	0	1	0	0
	Sub-total	6	20	8	9
	Total mobility		+14		+1

5. Equalities Objectives

Our previous objectives in our Equality Action Plan 2022:

At Godfrey Ermen Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socioeconomic background.

Having outlined our school's current strengths and challenges, we have identified the following three priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

We identified these objectives based on the school's Ofsted report November 2022 .

1. Curriculum Development- to ensure that key component knowledge is taught and sequenced to maximise pupils' knowledge retention. So that they are ready for their next stages in learning.

2. Curriculum Monitoring- As part of our whole school monitoring cycle, teachers and leaders will check on how well pupils have remembered the intended curriculum across all key groups.
3. Governing Body- To provide challenge to leaders to hold them to account for the quality of education provided for pupils, including the quality of the curriculum.

Date objectives agreed with Governors	March 2023
Progress reviewed (to be done annually)	March 2024
Date next review due	March 2024
Final review date	March 2026

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following equality objectives. These have been agreed with our Governing Board:

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for disadvantaged pupils.

Objective 3: To raise levels of attendance, particularly of key groups, to ensure equity and fairness in access and engagement.

Annual Review of Progress March 2023			
Objective 1	Steps being taken	Evidence of progress	By
	Termly Pupil review Meetings with H/T	Targeted groups identified for each year group and PIXL therapies implemented.	All teaching staff and H/T.
	Termly SEND Pupil review meetings with SENDCo	Assessment data tracked and analysed. Small steps of progress using PIVATS	All teaching

		and LAPS discussed and agreed with SENDCo.	staff and SENDCo
	Termly Tracking using new assessment system (SONAR) groups monitored.	All staff input Teacher Assessment for all Pupils termly- across all subjects. Subject leaders and class teachers analyse the data and key trends of groups.	All teaching staff, SLT and Subject Leaders.
Objective 2			
Objective 2	Steps being taken	Evidence of progress	By
	PIXL Therapies	Improved assessment scores and work produced in daily lessons.	TAs and Teachers
	1:1 Phonics Tutoring	Improved progression through the RWInc Phonic scheme.	TAs
	Dyslexia Intervention - Weekly intervention from the lead teacher for Dyslexia.	Improved independence and the ability to access the curriculum using dyslexia friendly strategies.	Dyslexia Lead Teacher
	Mastery in Number EYFS & KS1	Core number knowledge developed through practical daily sessions using a variety of manipulatives.	TAs and Teachers
Objective 3			
Objective 3	Steps being taken	Evidence of progress	By
	Family Liaison Officer tracking key groups.	An improving attendance picture.	Family Liaison Officer
	Attendance reward scheme introduced.	An improving attendance picture.	Family Liaison Officer
	Education Welfare Officer involvement	Regular meetings for low attending and persistent absentees with the EWO	EWO and Family Liaison Officer
	Deputy Headteacher is attendance champion	Regular meetings with the FLO and HT to identify trends Data shared with other settings where relevant	DHT FLO
Annual Review of Progress March 2024			
Objective 1	Steps being taken	Evidence of progress	By

Objective 2	Steps being taken	Evidence of progress	By
Objective 3	Steps being taken	Evidence of progress	By
Annual Review of Progress March 2025			
Objective 1	Steps being taken	Evidence of progress	By
Objective 2	Steps being taken	Evidence of progress	By
Objective 3	Steps being taken	Evidence of progress	By

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.

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, 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions when making any significant decisions.

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 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 (Next Step, Crucial Crew and weekly support from the local youth worker team)

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 (Weekly School Council and regular Parental Consultation)

- 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/consultation
- discussions/consultation with School Council

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 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;

The Head Teacher 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 annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

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 regularly

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 ,including participating in workforce equalities monitoring
- 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 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 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 contained within it, or if you wish to make a complaint, please contact;

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