Equality Scheme

Policy Review Details	
This policy will be reviewed by the governing body in accordance with the Policy Review Schedule	
Date of Issue: September 2026	
	
Chair of Governors' Signature	**Head of School's Signature**
Date of review: September 2027	**Date of next review: September 2027**

Contents Page

1. Foreword	**3**
2. Introduction	**3**
3. School Values, Ethos/Mission Statement	**4**
4. School Profile	**4**
5. Equalities Objectives	**6**
6. Accessibility Action Plan	**9**
7. Community Impact Assessments	**9**
8. Human Rights	**9**
9. Community Cohesion	**9**
10. Procurement and Commissioning	**9**
11. Roles and responsibilities for implementing the Single Equality Scheme	**9**
12. Annual Report and Review	**11**
13. Feedback and Complaints	**11**

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 Equalities Scheme for St George's CE Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.
It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

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

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

3. School Values, Ethos/Mission Statement

Vision Statement

"Whatever you do, work at it with all your heart." Colossians 3:23

Building on our Christian values, St George's pupils will become responsible, kind, ambitious and resilient learners who are confident, self-aware and ready for their next stage of their learning journey.

We will achieve this by:

- Ensuring their safety and security through inclusion and equality for all
- Fostering enquiring minds by providing a relevant, engaging and challenging curriculum, well-taught by inspiring teachers and committed support staff
- Encouraging compassion for all and taking responsibility for choices made
- Building positive relationships between pupils and with all stakeholders within the local community
- Providing a wide range of learning opportunities, within and beyond the classroom, to inspire and challenge all learners of all abilities and interests.
- Nurturing a secure, happy and positive atmosphere throughout our school.

Our Christian Values

As a team, we have chosen the Christian values of **respect**, **compassion**, **community**, ***forgiveness***, **perseverance** and **thankfulness**. We believe that this set of values will enable to everyone to flourish. We learn, think about and 'live out' our Christian Values in a variety of ways at St George's; during Collective Worship, in our curriculum lessons, throughout the school day and in the wider community.

4. School Profile

St George's CE Primary School is an average sized school serving an urban area, close to Salford city centre. Our school community is diverse with 48.6% of our children coming from a minority ethnic background, 6.4% of which are Travellers of Irish Heritage and 27.1% of our children having English as an Additional Language.
You can find information on the local area and its make-up, including a comparison to Salford in general here.

The school's IDACI score indicates that our area is more deprived than most neighbourhoods in England. Only 3% of neighbourhoods in England are more deprived.

Number of pupils	232 (inc. Nursery)
Free school meals eligibility (%)	61.9%
Special educational needs - SEN support - EHCP	27.5% 21.6% (47 children) 4.1% (9 children)
Social deprivation	Well above average (IDSR)

Number of teachers	11
Number of teaching assistants	16
Other staff	15

5. Equalities Objectives

Our previous objectives in our Equality Action Plan are available in the previous Equality Scheme February 2022 were:

- Implementation of Equality Scheme
- Active celebration of different faiths and cultures
- To develop the representation of all cultures and religions within school
- Gender/race/Disability
- Identify, respond, challenge and report homophobic, biophobic and transphobic incidents.

The equality scheme is on our website to raise awareness with parents.
A new foundation curriculum, Learning Means the World, was purchased in 2021 and fully implemented throughout school which far better represents a wide range of cultures and world views. It also gives the children a global perspective.
A wall display celebrates the different countries of origin of our pupils and their families. Children enjoy looking at the display; finding themselves and their friends on the map.
Incidents of a homophobic, biophobic and transphobic nature are recorded and acted upon. They rarely occur.
Collective Worship and RE lessons inform and celebrate both the Christian religion and other world religions. The RE scheme of work is mapped out to ensure that 50% of teaching is linked to the Christian faith and the other 50% gives pupils an insight into the Muslim, Hindu, Jewish faiths, as well as Humanists in Upper Key Stage 2.

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 increasingly wide diversity of our school and identified barriers for our school community.
1. To ensure that the wide diversity in the school is celebrated, including our status as a School of Sanctuary
2. To raise the progress and attainment of children in different groups (PP, EAL, SEND)
3. To improve attendance and reduce persistent absence for pupils in vulnerable groups

Date objectives agreed with Governors	January 2026
Progress reviewed (to be done annually)	January 2027 January 2028
Date next review due	June/July 2026
Final review date	June/July 2029

Equalities Objectives

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

Objective	Activity	Outcome sought	Current RAG (Sum 2 26)	Current RAG (Sum 2 27)
1. To ensure that the wide diversity in the school is celebrated, including our status as a School of Sanctuary	**Promote School of Sanctuary status prominently**	School of Sanctuary logo displayed at entrance, on website, newsletters and all school communications. All stakeholders aware of what this means and the school's commitment to welcoming refugees and asylum seekers		
	Establish annual School of Sanctuary day to coincide with 'Day of Welcome'	Whole school focus on refugee/asylum seeker experiences, including age-appropriate workshops, stories, and visits from refugee support organisations. Pupils demonstrate empathy and understanding through their work		
	Develop 'Cultural Ambassadors' programme	Pupils from different backgrounds (including Traveller, EAL, refugee families) share their cultures/experiences with peers. 1 assembly per term led by Cultural Ambassadors. Pupil voice shows 95%+ feel their background is valued		
	Create comprehensive calendar of cultural and religious celebrations	Worship programme includes Christian festivals (50%), Muslim, Hindu, Jewish celebrations, Traveller culture celebrations, and refugee/asylum seeker awareness days. All major celebrations represented termly		
	Audit and enhance diverse representation in learning resources	Every classroom has minimum 25% of books featuring diverse characters, cultures, religions and family structures. Display materials reflect school's diversity. Learning walks evidence this consistently		
	Establish 'Inspirational People from Diverse Backgrounds' display	Rotating display in main corridor featuring inspirational people from various cultures, including refugees who have made positive contributions. Pupils can identify role models from backgrounds similar to their own		
	Integrate School of Sanctuary principles into curriculum	Learning Means the World curriculum explicitly includes refugee stories, migration experiences, and sanctuary themes. Scheme of work shows clear progression of understanding from EYFS to Y6		
	Train all staff in cultural competency and School of Sanctuary values	100% of staff attend training on supporting refugee/asylum seeker families, understanding Traveller culture, and celebrating diversity. Staff surveys show increased confidence		
	Establish 'Buddy system' for new arrivals, especially refugees/EAL pupils	Every new pupil, particularly those from refugee/EAL backgrounds, assigned trained buddy. Settling-in surveys show 90%+ feel welcomed and supported		
	Review and update RE curriculum to ensure balanced representation	RE scheme shows 50% Christianity, 50% other world faiths plus Humanism. Pupils can articulate understanding of different beliefs with respect		

2. To raise the progress and attainment of children in different groups (PP, EAL, SEND)	**Embed robust pupil progress tracking system for vulnerable groups**	*Half-termly tracking identifies pupils not making expected progress. Intervention plans in place within 2 weeks of identification. 95%+ of targeted pupils back on track within one term*		
	Implement Quality First Teaching training programme	*All teachers trained in adaptive teaching strategies for PP/EAL/SEND (Rosenshine's Principles). Lesson drop-ins show consistent high-quality adaptive teaching.*		
	Develop targeted intervention programmes	*Structured interventions for Reading, Writing, Maths delivered by trained staff. Intervention impact measured half-termly. 90%+ of pupils in interventions make accelerated progress*		
	Enhance pre-teaching for EAL pupils	*EAL pupils receive pre-teaching of key vocabulary and concepts before main lessons. 95%+ of EAL pupils access age-appropriate curriculum with reduced language barriers*		
	Implement rigorous pupil progress meetings	*Termly meetings focus specifically on PP/EAL/SEND pupils. All staff can articulate barriers to learning and strategies being used. Action points followed up within 2 weeks*		
	Provide additional reading support for disadvantaged pupils	*Daily reading for PP/SEND pupils who are below age-related expectations. Reading volunteers trained and deployed. Reading ages improve by average 12+ months per year*		
	Enhance parental engagement for vulnerable groups	*Targeted workshops for PP/EAL/SEND parents on supporting learning at home. Attendance at parents' evenings for vulnerable groups at 90%+.*		
3. To improve attendance and reduce persistent absence for pupils in vulnerable groups	**Implement 'First Day Response' protocol**	*100% of absences for PP/SEND/Traveller/EAL pupils followed up on first day. Reasons understood and support offered where needed. Parents know school cares about their child's attendance*		
	Establish dedicated Traveller liaison role	*Named person builds trusting relationships with Traveller families. Understands cultural context and works sensitively to improve attendance. Traveller attendance improves by minimum 5% year-on-year*		
	Create personalised attendance support plans	*Every pupil below 90% attendance has individual plan identifying barriers and strategies. Plans reviewed fortnightly. 75%+ of PA pupils improve to above 90% within one term*		
	Develop 'Attendance Matters' campaign	*Termly newsletters, assemblies, posters emphasising importance of attendance. Parents understand link between attendance and attainment. Surveys show 95%+ understand attendance expectations*		
	Implement early intervention system	*Pupils at 95% attendance flagged for monitoring. Supportive letter sent. Prevents escalation to persistent absence. Number of pupils dropping below 90% reduces by 30%*		
	Establish attendance rewards system recognising improvement	*Weekly class attendance awards. Individual certificates for improved attendance (not just 100%). Termly attendance celebrations. Pupils motivated to improve*		

Provide targeted support for families facing barriers	CFO works with families where attendance is impacted by poverty, housing, health, domestic issues. Practical support offered (breakfast club, uniform, transport). Barriers reduced for 80%+ of families		
Implement medical evidence protocol	Clear guidance for parents on when medical evidence needed. Reduces unnecessary medical absences. Unauthorised absence only used appropriately		
Create 'Attendance Champions' among pupils	Pupil leaders promote good attendance through assemblies, posters, peer support. Positive peer influence increases attendance		
Implement 'Attendance Reports' for parents	Parents are given half termly reports on their child's attendance data via Insight. Parents empowered to monitor and improve attendance		
Establish 'Return to School' protocol	Pupils returning after extended absence welcomed back with catch-up plan. Reduces anxiety about return. Prevents further absence		
Analyse attendance data by vulnerable group	Half-termly analysis identifies patterns and trends. Targeted strategies developed for each group. Data-driven approach ensures resources deployed effectively		

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
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.

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.

9. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them
- Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies
- Student involvement in debates about change
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity
- Rich learning experiences about human rights inside and outside of the classroom

10. 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.

11. Roles and Responsibilities for Implementing the Single 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 every 3 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 a 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 ,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

12. Annual Report and Review

This scheme is reviewed and revised every three years. We will report, via the relevant Governing Board Committee, on aspects highlighted by this scheme.

13.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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