



The Stalyhill Schools' Federation

Equality Scheme

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Approved By:	Full Governing Body

At Stalyhill Schools' Federation we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

1. Statement

This scheme outlines the commitment of the staff and Governors of Stalyhill Schools Federation to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our school will tackle the barriers which could lead to unequal outcomes for identified groups and individuals, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

- a) We pledge:
 - to respect the equal human rights of all our pupils
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to educate pupils about equality
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
 - Gender
 - Race
 - Disability
 - Religious belief
 - Age
 - Sexual orientation
 - Socio-economic background and other protected characteristics
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

2. Statutory requirements

The equality objectives in section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Tameside Council procedure for recording incidents involving pupils in schools.

The access plan in section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion: a shared contextual statement

The following statement outlines the federation's current context relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and

nationally. It therefore forms the basis for planning the actions in section 12 below to promote community cohesion.

- Current ethnicities/cultures represented within the federation:-

White English
Indian
White and other Asian background
White and Black Caribbean
African Asian
Other mixed background
Other Pakistani
White Other

All pupils within the federation are carefully monitored to ensure good progress is made by all. It has been noted that there is a consistent rate of high achievement from ethnic minority groups in relation to local and national data.

- Current religions/beliefs represented within the federation:-

Christian
No religion
Muslim
Hindu
Other Religion

The teaching of RE in school follows the guidelines set out in the SACRE. Teaching is based mainly on the Christian faith, however, festivals are celebrated from all the religions that comprise the school community and other major world religions are taught as topics.

- Socio-economic context of the federation

The deprivation indicator for schools within the federation is low when compared nationally.

The overwhelming majority of pupils within the federation come from home backgrounds where there is little scope for regular cohesion with children of other ethnic minorities. This has implications for our schools in terms of allowing the pupils to experience a wide range of cultures and beliefs.

All areas from which the pupils come from are lower than the national average in terms of % adult education and % over-crowded households. The percentage of high social class households is also slightly below the national average.

- Current issues affecting cohesion at federation, local and national level

The Stalyhill Schools' Federation, constantly endeavours for community cohesion at both a local and national level. The location of the schools make some aspects of community cohesion difficult e.g. the lack of community facilities near to the school site, however, the federation endeavours to overcome this through regular visitors to school and also through trips into the local community.

4. Responsibilities

The **governors** as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school equality scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Executive Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives

- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school
- making sure that all pupils receive care, support and guidance in accordance with our Safeguarding and Child Protection policies
- dealing with reports of prejudice-related incidents

All staff are responsible for:

- promoting equality and community cohesion in their work
- avoiding unlawful discrimination against anyone
- fostering good relations between groups
- dealing with prejudice-related incidents
- ensuring the safeguarding of all pupils by following the Safeguarding and Child Protection policies
- being able to recognise and tackle bias and stereotyping
- taking up training and learning opportunities

Visitors and contractors are responsible for:

- complying with school policy with regards to equal opportunity

5. **Staff development**

Staff training needs in relation to equal opportunities are identified through the performance management cycle. Staff may be given additional training in response to school need and / or local and national agendas.

6. **Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available as paper document on request, on the school website and by sending an electronic copy for monitoring purposes to the local authority by email to equality team at TMBC

The scheme will be kept under regular review for four years and then replaced in November 2028.

7. **How we report on progress and impact**

A report on progress with the actions listed below will be published by the governors at the end of each school year.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. **How we conduct equality impact assessment**

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity
- religion or belief
- socio-economic background
- gender and gender identity
- disability
- sexual orientation
- age

Equality objectives identified by this process should be included in the three-year plan in section 10 below, or in the school improvement plan as appropriate.

9. **How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in section 8 above
- ii. from the following data
 - Annual analysis of data
 - Local authority data
 - SEN data program
 - Analysis of pupils from different groups' attendance at lunchtime clubs.
- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - Letters to invite parents to take part in a disability access survey
 - Individual discussions with disabled parents

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

and other protected characteristics

10. **Four-year equality objectives** (to be kept under regular review)

Equality objectives
1. Through data analysis, focused support, and the removal of deterministic notions of fixed ability, ensure all pupils achieve their full potential in a system of teaching and learning that avoids labelling.
2. To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to equality and diversity.
3. To narrow the gap between boys' and girls' attainment and progress across all key stages.
4. To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
5. To tackle prejudice and promote understanding in relation to people with disabilities.
6. To ensure that all children in school feel supported and able to express themselves freely with regards to their gender preferences.

11. **Four-year access plan**

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
1. increase the extent to which disabled pupils can participate in the school curriculum	As the federation is moving towards offering a wider range of outdoor learning and aims to become a Forest School in the next two years, consideration must now be given to how the forest area of both schools can be accessible to children with mobility issues.
2. continue to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	School has organised and consulted with a group of parents who have experience of disability to consider ways in which the school environment could be improved further for disabled pupils. The school takes seriously the needs of disabled pupils in its care and would actively seek to improve the physical environment as necessary in order to accommodate a disabled pupil.
3. ensure that pupils in school have access to an increased number of disabled role models	To source and invite in to school visitors with a range of disabilities to continue to provide positive role models to the children and open valuable discussion around the theme of disability.

12. Four-year community cohesion plan

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in section 3, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of "community" are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
1. teaching, learning and the curriculum	To maintain a broad, balanced, multi-cultural curriculum. To ensure that all relevant festivals are celebrated in schools.
2. equity between groups in school, where appropriate	Analyse data, monitor all pupil's progress and support where appropriate. Monitor lunchtime and extra-curricular clubs and amend provision where necessary. Pupils from all groups are encouraged to take on responsibilities within school.
3. engagement with people from different backgrounds, including extended services	Visitors and visits from a wide variety of people from within the local community to broaden the pupils understanding of a number of different cultures and beliefs.