Aldwyn Primary School

Equality Scheme

Policy Review	
Review Schedule	Annually
Implementation Date	Autumn 2026
Date of Next Review	Autumn 2027

Victorious Academies Trust

Success in education

Aldwyn Primary School

Equality Scheme

Statement

This scheme outlines the commitment of the staff and Governors of Aldwyn Primary School to promote equality. We will work to ensure that groups with the protected characteristics are free free from discrimination and harassment and harassment in accordance with our Equality Policy and values.

Our school will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community.

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

We will assess our current school practices and implement all necessary resulting actions in relation to:

- age
- disability
- gender
- marriage or civil partnership
- pregnancy or maternity
- race
- religious belief – including lack of belief
- sex
- sexual orientation

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
- socio-economic background

Statutory requirements

The equality objectives 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 below addresses our duty under the Childrens and Families Act and the Special Educational Needs and Disability Code of Practice 2014.

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

Community Cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. 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 below to promote community cohesion.

School Context (Gov.uk performance data)

Total number of pupils on roll is 440
Percentage of girls on roll is 49% (49% national)
Percentage of boys on roll is 51% (51% national)
There are 28% of pupils from ethnic minority groups (34% national)
Pupils with EHCP is 2% (2% national)
Pupils whose first language is not English is 18% (21% national)
Percentage of pupils eligible for free school meals is 24% (26 national)

How we chose our equality objectives

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

- by using Guidance for Schools as supplied by Tameside LA and through the Headteacher, School SLT, SENDCO, PSHE Lead and Emotional Wellbeing TA's maintaining constructive links with Parents/Carers, pupils, staff and governors throughout the school and identifying and making links whenever and wherever possible

Objectives were chosen to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who not share it
- foster good relations across all characteristics listed below – between people who share a protected characteristic and people who do not

    - age
    - disability
    - gender reassignment
    - marriage or civil partnership
    - pregnancy or maternity
    - race
    - religious belief – including lack of belief
    - sex
    - sexual orientation

Responsibilities

One named governor, delegated by the Chair of Governors, takes the lead, but all 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; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The 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.
- 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.
- being able to recognise and tackle bias and stereotyping.
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- following relevant school policy

Staff development

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

- Governor Training in relation to Gender, Ethnicity, SEN including Disability, SRE , Looked After Children
- Individual staff training in relation to SRE, RE, PSHE, SEAL, SEN and Disability, Behaviour Management, EAL, CAF assessment
- Whole school training in relation to SRE, PSHE, Child Protection and safeguarding

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 and on the school website.

The scheme will be kept under regular review for four years and then replaced in Spring 2026.

How we report on progress and impact

The outcomes of the Equality Scheme will be updated annually, reported to governors and published on the school website.

How we conduct equality impact assessment

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

- age
- disability
- gender reassignment
- marriage or civil partnership
- race
- religious belief – including lack of belief
- sexual orientation
- sex
- academic, social and emotional interventions
- young carers
- looked after children
- asylum seekers

Data analysis linked to school tracking focuses on attainment and closing any identified gaps related to specific groups.

Equality objectives identified by this process are included in the School Development Plan as appropriate.

Equality objectives

Action	Outcome
Attainment is tracked throughout school.	Any pupil not making expected progress will be identified and intervention provided.
Assessment of cultural education of pupils and the cultural competence of staff.	The curriculum maps highlight opportunities for cultural education. Provide opportunities to enhance the knowledge of a range of cultures for pupils and staff.
Share information on Human Rights/Roles and Responsibilities	Discuss Human Rights with all pupils via PSHE lessons.
Update the Anti-Bullying Policy.	The policy incorporates reference to analysis of incidents of bullying, homophobic bullying, bullying related to disability and sexist bullying and online bullying.
At Aldwyn, there are many guidelines and procedures in place to support pupils. Staff support each other very effectively on a more informal basis. Be aware that as situations arise there may be need for senior leadership to address issues relating to staff in a sensitive more formal manner.	Staff feel comfortable to approach senior leadership to discuss their own personal issues.
Discussion with all staff for the need to have the confidence to tackle sexist bullying (being disrespectful to sex in general) gender reassignment, use of homophobic language (e.g. maths is gay), support for young people questioning their sexuality.	All staff feel able to address these issues of know which member of staff to approach in order to ensure the issue is tackled. All staff can signpost pupils, parents/carers to supporting agencies.
Recruitment into school of staff and volunteers will aim to provide a high quality, representative workforce.	Staff and volunteers employed or recruited should be representative of the religious, cultural, ethnicity, gender and social background of pupils in school.

Equality objectives

Action	Outcome
Improvements in access to the curriculum.	Access to the curriculum is good. Alterations are identified for individuals as they occur. Examples of these include: • Visual aids, including enlargements, coloured paper and/or overlays. Smartboard background and text colour and sizes. • Appropriate adapted seating and tables ensure best access around school. • Awareness of seating position for some pupils. • Sloping board/pen grips as necessary. • Visual timetables.
Physical improvements to increase access to education and associated services.	At Aldwyn we are very fortunate that we are housed in a new, purpose-built building. We recognise that the front door system could be better designed. The provision of toilet/shower areas is very good. All corridors and exits are purposely designed. We do not currently have pupils requiring Braille signage or loop hearing systems but we are aware that this could be a required action in the future. We do have a loop system installed.
Improvements in the provision of information in a range of formats for disabled pupils.	All staff are aware of enhancing the access of text on their Smartboards when required.

Equality objectives

Action	Outcome
Teaching, learning and the curriculum.	**School Community** • To know that social change is possible through human collective efforts guided by a shared vision of well-considered goals. • To enhance the role of the members of the Pupil Voice by holding regular meetings and ensuring that class teachers make time for Pupil Voice reps to speak to their peers. • To encourage the Pupil Voice to work in partnership with the Friends of Aldwyn (PTA). • For pupils and staff to enjoy cultural and creative experiences. **Local Communities** To continue to have links with: • St Mary's Church, Droylsden • Ryecroft Hall • Local sports clubs, such as Aldwinians Rugby Club • Local high schools, engaging in community events **Communities across the UK** For staff to look for opportunities to liaise with past colleagues/teaching acquaintances to pair up classes with comparable classes around the UK for letter-writing/emailing opportunities. **The Global Dimension** To establish links with schools from other parts of the world.

Equity between groups in school, where appropriate.	At Aldwyn we continuously aim to identify barriers to learning and to address issues on an individual basis. We do not stereotype children into groups and are proud of our ability to quickly identify and provide counterbalance for children regardless of their; • ethnicity, • religion or belief, • socio-economic background, • gender and gender identity, • disability, • sexual orientation, • age. • academic, social and emotional needs • being young carers • experience of domestic violence • being looked after children • being asylum seekers Our Emotional Wellbeing Teaching Assistant is particularly valuable at ensuring that vulnerable children are identified either on a long, medium and short term basis. Prompt intervention on the day and time spent with the pupil or their parent/guardian is paramount to our success. By all staff working together effectively we aim to: • ensure that all groups of children have equal access to school trips and before, during and after-school activities. • ensure that all groups of children are welcomed into the school by staff and pupils alike. • make efforts to ensure role-models are encountered who represent a wide range of the population. Groups who are not represented in the immediate community should be especially sought (possibly by communicating with other schools across the LA or UK).
Engagement with people from different backgrounds, including extended services.	To know which languages are spoken locally and to enquire sensitively about home-spoken languages and about parents/guardians or other family members who may require support with written communication to and from school.