

# Equality Scheme

## Sept 2023 - 2026

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# Silverdale Federation

Signed by:

Sue Woodgate

Chair of governors

Date: December 2023

Olwyn Naylor/Alison Johnston

Headteacher

Date: December 2023



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*This is used in conjunction with the government document: Equality Act 2010: advice for schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools> )*



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## Contents Page

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



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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 first Equalities Scheme for The Silverdale Federation. 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.



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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](#).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely;
- strive to ensure that society will benefit



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Other groups who will benefit from this policy as they may suffer from discrimination are:

- children from single parent or estranged families;
- children and families in crisis;
- children in care;
- children who are Gifted and Talented;
- pregnant school girls / teenage parents;
- young carers;
- transient and mobile pupils;
- pupils with EAL;
- refugees and asylum seekers;
- poor attenders;
- disaffected pupils;
- pupils who are home tutored;
- pupils who misuse illegal substances;
- pupils with pronounced medical needs;
- pupils with mental health difficulties and those who self-harm.

### **3. School Values, Ethos/Mission Statement**

Together at the Silverdale Federation we are committed to improving the life chances of our pupils by removing barriers to participation and achievement.

**Our vision** is to be a safe, caring, happy and nurturing community where:

- everyone can learn through supportive interaction, experience and success;
- emphasis is placed upon personal development, learning and fulfilling the potential that exists in each one of us;
- each learner is supported holistically;  
each learner receive provision that is tailored to meet their individual academic and social-emotional needs, giving them the skills they need to improve their life chances;
- pupils take responsibility for their lives, their learning and their decisions;
- working in partnership with stakeholders is a high priority;
- the concerns of parents/carers are listened to and acted upon where possible so that the needs of their children are effectively met.



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**Our aim** is for each and every member of our community to gain an understanding of their inherent value and the value of others and to enable them to go on to become independent people ready and able to meet the challenges of the 21st Century.

By putting the interests of the pupils at the core of all that we do we aim to:

- foster high expectations, aspirations and a 'can do' approach in all members of our community;
- provide a nurturing, restorative and structured learning environment where everyone can feel safe, secure, and valued;
- develop all pupils' academic potential and emotional literacy by meeting their individual needs;
- identify and change aspects of behaviour that are contributory to difficulties experienced in school;
- support pupils to make good progress in all aspects of learning enabling them to move on in their learning journey either returning to mainstream school; transferring to specialist provision or accessing post-16 opportunities and the world of work;
- provide opportunities for pupils to gain appropriate qualifications for future pathways;
- support mainstream schools in the development and delivery of effective strategies to support positive behaviour;
- develop pupils' resilience, integrity, self-esteem, self-confidence and citizenship in a climate of mutual respect and tolerance;
- provide learning opportunities that are fun where we are able to laugh and enjoy each other's sense of humour.

We value each other as unique members of our school community. We show this through:

- Creativity – being curious about the world and developing independent thinking skills;
- Integrity – being truthful, reliable, trustworthy, and sincere;
- Kindness – to ourselves and each other;
- Leadership - leading by example and modelling the behaviours we wish to see in others;
- Resilience – many things in life are not easy but we do not give up or give in;
- Respect – for ourselves, for each other, our family & friends, our community and the environment;
- Responsibility – taking responsibility for our own learning, our behaviour and our future;
- Tolerance – learning to accept others often allows us to become accepted in return.



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## 4. School Profile

### 4.1 For pupils:

#### 4.1.1 Admissions, Behaviour and Suspensions

Our admissions arrangements are fair and transparent. Suspensions will always be based on our Behaviour Policy. Strategies are always put in place to meet the needs of any child who may be at risk of frequent sanctions or possible suspension. We monitor behaviour management plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4.1.2 Teaching & Learning We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we:

- provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies and opportunities which ensure that learning is fun
- use whatever specialist techniques and teaching approaches which may motivate support the needs, or improve access of any individual pupil.
- create a total communication environment that features signs, symbols, tactile and object clues as required by individual need
- ensure pupils have the time needed for them to acquire, develop, practise and apply skills.
- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and take action to address any gaps;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials and activities that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- ensure pastoral support takes account of religious and ethnic differences and the experiences and needs of particular groups of pupils, including refugees and asylum seekers



- seek to involve all parents/carers in supporting their child's education;
- encourage staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- ensure teaching and classroom-based approaches are appropriate to meet the individual needs of pupils
- challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture including
  - racist comments or name calling;
  - comments about appearance;
  - rejection by colour;
  - mocking language or accent;
  - demeaning religious observances or cultural traditions.

#### 4.1.3 Outcomes

We make regular assessments of pupils and use this information to track progress and take appropriate action to address any gaps. We collect and analyse the following equality information for our pupils:

- the progress and attainment of boys and girls against National expectations for pupils with learning difficulties; from ethnic backgrounds; and children who are cared for(CFC);
- the progress of each key stage including length of time since admission;
- constant monitoring of attendance and exclusions of individual pupils against personal targets as well as groups of pupils against national data;
- monitoring of both pupil passports / pen portraits containing personalised targets;
- targets set in Education, Health Care plans (EHCPs) / statement annual reviews
- attendance & punctuality of most pupils need to increase;
- an increase in the need to use reduced timetables for pupils who have been out of formal education for a long time and/or have mental health difficulties.

### 5. Equalities Objectives

Having outlined our Federation's current strengths and challenges, we have identified the following 3 priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.



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Date objectives agreed with Governors	December 2023
Progress reviewed (to be done annually)	December 2024
Date next review due	December 2025
Final review date	December 2026

Our Equality Objectives, as agreed with our Governing Board are:

1. Strive to achieve equality of opportunity for all; adults and pupils regardless of age, gender, ethnicity, disability, religious belief, sexual orientation, and socioeconomic background (Aligned with the 9 protected characteristics in the Equalities Act)
  
2. Promote a harmonious environment where differences are celebrated. Increase understanding of the heritage and experience of pupils from different nationalities within our school community. Ensure school systems address hate speech in relation to protected characteristics.
  
2. Review suspensions to ensure that disadvantaged groups are not disproportionately affected.

<b>Annual Review of Progress December 2024</b>			
Objective 1	Steps being taken	Evidence of progress	By
Objective 2	Steps being taken	Evidence of progress	By



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Objective 3	Steps being taken	Evidence of progress	By
<b>Annual Review of Progress (December 2025)</b>			
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.



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## 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 pupils and their families;
- Encouraging pupils 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. Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

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.



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## 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 management committee, 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 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 management committee 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 management committee members each term

The management committee will:

- designate a committee member 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



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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;

*The New Broadwalk* – *Mrs O Naylor 0161 778 0920*  
*The Clifton Centre* - *Ms A Johnston 0161 921 1300*



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