



Springwood Primary School

Equality Scheme, Accessibility Plan and Community Cohesion Statement 2019 -2022

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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 our success in attaining them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of gender, age, disability, gender identity, 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. The three areas which we are required to address are :

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics¹ - between people who share a protected characteristic and people who do not share it.

3. School Context Including; Values, Ethos/Mission Statement

¹ Groups of people are referred to having the following 9 protected characteristics: disability, age, sex, race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

School Context

Springwood Primary School is a Special Educational Needs & Disabilities (SEND) school for pupils with an Educational Health & Care Plan (EHCP). Pupils attend the school from across the city of Salford and as such Springwood has a diverse population.

Ethnicity:

White British 75%

Asian background 6.25%

Black 10.09%

Other White / Mixed 9.61%

Religion:

Christian 48%

Islam 1.44%

Muslim 5.76%

Jewish .048%

Other or no religion 42.30%

Socio economic

Free School Meals 40.86%

LAC 3.36%

School Values, Ethos/Mission Statement

At Springwood We Value ...



Springwood Primary School provides a safe, stimulating environment in which all pupils have the opportunity to succeed.

At Springwood we respect each other, our pupils and their families. We have a curriculum that is meaningful, inspiring and enjoyable, promoting achievement for all. Through carefully planned holistic learning, pupils are enabled to achieve their best.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Springwood Primary School in respect of the protected characteristics in both education and service provision.

Recruitment and employment issues with regard to staff may be referenced but these will be covered in more detail under separate policy.

Therefore, we have set out below: :

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics
- Our headline achievements, aims and objectives for each of the protected equality characteristics

We have then set out our key approaches and tools to help us achieve these aims including :

- Our consultation and involvement strategy
- Our accountability processes for the policy
- Our commitment to publication and public access
- Our monitoring and review processes

4. Specific Equality Areas

Disability

What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their disability.

This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our achievements

- As a Special School for children with a wide range of SEND we are fully inclusive in order to meet the needs of all pupils including the use of a range of specialist rooms, specialist services and opportunities for training :
 - Hydrotherapy Pool
 - Sensory Spaces
 - Access to specialist support and advice from OT/Physio/Speech and Language Therapists
 - Play Therapist
 - Occupational Therapist for sensory support
 - Communication Friendly Status
 - Parent Training opportunities
 - Specialist Training for Staff including Signalong, Team Teach and Moving and Handling
 - Celebrating National Awareness Days
 - Medical Training by qualified nurses

Our aims and objectives

We have identified a number of specific actions designed to further promote positive attitudes and understanding of disabilities. We have committed to: :

- Continuing with specialist staff training including raising awareness of the Single Equality Duty.
- Offer increased parental training.
- Offer Governors training with specific reference to disability and the Single Equality Duty.
- Explore the purchase of library books that promote positive images of disability.
- Further develop inclusive practices across both inside and out of School.
- Ensure enhanced elements of the curriculum are accessible for all pupils.
- Enable further access to high tech communication aids.
- Invite visitors to School with disabilities to talk to the children.

Gender

What do we mean by Gender Equality?

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

Our commitment

Springwood is a coeducational primary school, committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their gender.

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to :

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men, boys and girls in all of our functions.

Our achievements

- All children have access to all aspects of the curriculum and all extra-curricular activities regardless of gender.
- Role play areas throughout the school are gender neutral.
- Parents supported where their children choose to dress in non-gender stereotypes.
- All Staff are sensitive to pupils' individual circumstances with regard to National Celebration Days.
- All flexible working requests are considered by the school and are part of normal working practice.
- All members of the school community are encouraged and supported regardless of gender (Including volunteers and students).
- Flexible uniform choices for all staff and pupils.

Our aims and objectives

- Providing support to parents re: domestic violence.
- Source and provide library books that promote positive images of both genders.
- Continue to audit the curriculum to ensure gender issues are discussed and gender imbalance is addressed.

- Evaluate provision in place for pupils reaching puberty.
- Increase support for parents to understand gender neutral toys and themes, pupils are encouraged to play with everything, school does not conform to stereotypes.

Gender Reassignment

What do we mean by gender reassignment?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they :

- Make their intention known to someone at the school
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received gender recognition under the Gender Recognition Act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Our achievements

- This is still a new provision to be considered by our school; we positively promote issues around gender reassignment and embrace LGBT awareness, encouraging staff to keep abreast of current thinking.
- School is aware of the specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

Our aims and objectives :

- In the spirit of the duty we will consider ways in which we can support people's dignity and well-being in this area.
- Ensure a senior member of staff has attended LGBT training and relayed to staff, in order to up-skill the thinking of all.
- Be mindful of the new PSHE curriculum and embrace the content for future practice. Investigate relevant training for staff as to how this could be delivered.

Pregnancy and maternity

What do we mean by pregnancy and maternity?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their pregnancy or maternity.

We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against a pupils or staff in absences related to pregnancy and maternity.

The school adopts and complies with the LA maternity policy

Our achievements

- Part time and flexible working arrangements are always considered for staff returning from maternity leave.
- Nursing mothers are provided with a private, comfortable room to express milk, which can then be stored in a lockable fridge.
- Pregnant members of staff are explicitly referred to through the school's Hydrotherapy Policy.
- Pregnant members of staff and those returning from maternity leave are specifically supported with regard to Team Teach, Moving and Handling and personal Risk Assessments.
- School supports staff to attend Keeping in Touch days.

Our aims and objectives

In the spirit of the duty we will consider ways in which we can support people's dignity and well-being in this area by further encouraging examples such as the above.

- Continue to review practice.
- Provide all staff returning from Maternity leave with a Return to Work Interview in order to establish any support that may be required.
- Support any application for shared Maternity/Paternity Leave
- Review curriculum content with regard to specific learning about pregnancy at an appropriate level.

Race

What do we mean by Race Equality?

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The School also recognises that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

Our achievements

- We have a dedicated Anti-Bullying and Anti-Racism Policy which is updated as part of the school's policy cycle in line with current guidance and legislation.
- In compliance with LA Policy we submit reports of racist incidents and deal with any complaints.
- As a school we embrace cultural differences.
- We facilitate and encourage Family to Family mentoring, signposting new families to families that can support them.
- Support for EAL families through translation services and support during meetings.
- Books, dolls and symbols are multicultural.

Our aims and objectives

In the spirit of the duty we will consider ways in which we can support people dignity and well-being in this area, this may include.

- Working in partnership with different racial groups to
 - Promote the active participation of different communities in shaping the future of school;
 - Ensure the school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.
 - Expand access across all communities and in all areas of school activity.
- Purchase bi-lingual books for the school library to promote reading in different languages.
- Actively seek out and encourage visitors from minority communities.
- Purchase relevant signage to welcome parents in school.
- Consider how EAL support can be increased with specific regards to translation of letters.

Religion or Belief

What do we mean by Religion or Belief equality?

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

Our achievements

- School has a well-resourced Multi-Faith Room which celebrates each religion in turn.
- Parents are given the option to opt out of Religious education for their children.
- We celebrate an Annual Faith Day
- We respect and support all staff religious beliefs
- As a school we embrace differences in religion, culture and beliefs
- Staff, pupils, parents and visitors are supported in wearing traditional dress.
- Single sex swimming for the pupils is facilitated where requested based on cultural preferences.
- Religious Holidays are supported for staff and pupils
- Staff and pupils are encouraged to promote their own religion through themed days
- Visits to places of religious interest are actively encouraged.

Our aims and objectives

In the spirit of the duty we will consider ways in which we can support people's dignity and well-being in this area

- Work with staff and families to counter any myths or misunderstandings of any religious beliefs.
- Broaden the repertoire of visits and visitors of different religious backgrounds.
- Communicate more with parents to ensure they understand the purpose of assemblies and that they are not all religion based.

Sexual Orientation

What do we mean by sexual orientation equality?

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or
- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include :

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

Our commitment

Springwood is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay, bisexual and transsexual (LGBT) people. We want to ensure equality of opportunity for LGBT people across our curriculum provision, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Our achievements

- Parents, pupils and staff are supported whatever their sexual orientation

Our aims and objectives

- Keep abreast with current developments, changes and thinking.
- Develop role play resources to include all family types.
- Consider during collaborative planning including stories/ role play of all family types.

5. Community Cohesion and British Values

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion :

5.1 Springwood school recognises that this is an important part of the school's ethos so therefore we are committed to promoting Community Cohesion within the school.

5.2 By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

5.3 Community from a school's perspective

The term 'community' has a number of dimensions including :

- **the school community** – the pupils we serve, their families and the school's staff;
- **the community within which the school is located** – the school in its geographical community of Salford and the people who live or work in this area;
- **the community of Britain** - all schools are by definition part of this community;
- **the global community** – formed by EU and international links.

- 5.4 Ensure there is a common vision and sense of belonging for all as part of the School.
Help pupils and all staff in school appreciate and value the wide range of diversity of people's different backgrounds and circumstances.
Help pupils learn about our Nation's history, culture, traditions and its developing changing nature.
Ensure all are treated fairly and equally and given similar life opportunities.
Ensure that strong and positive relationships exist and continue to be developed in our schools and the wider community.
- 5.5 Our schools' contribution to community cohesion can be grouped under the three following headings :

Teaching, learning and curriculum

At Springwood we aim to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. This can be achieved through the promotion of an appropriate SMSC curriculum and the promotion of British Values.

We need to ensure that :

- Lessons across the curriculum continue to help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities to challenge stereotypical attitudes towards boys and girls, disabilities or race.
- Ensure a high focus on the role of 'Pupil Voice'.
- Promote British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and for those without faith.

Equity and excellence

At Springwood we aim to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning, and wider activities, and eliminating variations in outcomes for different groups.

This will be monitored through the school tracking systems which will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We will focus on securing high standards of attainment for all pupils from all ethnic backgrounds and different socio-economic backgrounds, ensuring that all pupils are treated with respect and supported.

Engagement and ethos

At Springwood we aim to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

We value partnership arrangements that enable the sharing of good practice and offer staff and pupils the opportunity to meet and learn from others of different backgrounds.

Our aims and objectives

- Further develop community links through visits within the local area, to schools, shops and community buildings.
- Develop a sense of shared values across the school through re-visiting the agreed values with all stakeholders including Governors, Staff and Pupils.
- Keep abreast of emerging issues for schools, e.g., Female Genital Mutilation (FGM), Workshop to Raise the Awareness of Prevent (WRAP) training, Counter Terrorism, Sexual Exploitation, Human Trafficking, Sexting, and Social Media.

We will evidence our effectiveness for OFSTED by demonstrating :

A widely shared sense of the contribution of different communities to a shared vision –

- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

Safeguarding & Building Resilience – “Learning together to be safe”

Springwood Primary School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance – *Learning Together to be Safe*.

This commitment is in line with our school’s current Safeguarding Policy and applies to all adults, including volunteers, working in or on behalf of the school.

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by :

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the school's Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

6. 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
- 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

7. Consultation and Information

All Stakeholders have been consulted in the preparation of the Equality Scheme Accessibility Plan and Community Cohesion Statement 2017-2020.

- Staff training and collaboration to review equality objectives and identify aims going forward.
- SLT member of Staff received advice and training from a Salford appointed trainer.
- Governors were consulted as part of the policy writing process.
- As a school we will continue to engage with parents who may have issues with language.

8. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

SPRINGWOOD PRIMARY SCHOOL ACCESSIBILITY PLAN 2019/2022 Access to the Curriculum

Aim	Actions	Timescales	Outcome	Lead
To reduce barriers to learning through the use of consistent positive behaviour approaches.	Introduce PBS principles across both sites.	July 2020	Staff will feel supported to use positive behaviour strategies.	AY, ML
Increase access to an increasing range of total communication approaches.	Signalong to be delivered on a weekly basis. ALD boards to be used across school where appropriate.	July 2021	Staff will use Signalong more confidently, enabling pupils to access communication through sign. Pupils will access scaffolding for learning.	Communication Team
Further increase staff knowledge and understanding of sensory processing needs of pupils.	Commission an OT to specifically work on pupils sensory processing needs.	July 2021	Staff will have a solid understanding of sensory processing difficulties and amend access to learning accordingly.	AMW, LH, CE ML

SPRINGWOOD PRIMARY SCHOOL
ACCESSIBILITY PLAN 2019/2022
Improvement to accessible information

Aim	Actions	Timescales	Outcome	Lead
Provide information for EAL families in an accessible way.	All known EAL families to be provided with information about Smart Lens App. EAL families to be supported by FSW to read any letters.	December 2020	Parents will receive and understand information regarding their child.	ML AMW JB SP
Update website to increase parental access via a web-based application.	Change website provider to give better functionality. Train staff in the use of the website. Gain feedback from parents to continually improve.	December 2020	Parents will receive timely information. Pupils will be able to share their achievements.	JW VW JB SP
Provide parents with information about services they may be able to access.	Create a Parent Directory of all relevant services.	December 2020	Parents will have knowledge of what is available to them with the aim of accessing services.	AY

**SPRINGWOOD PRIMARY SCHOOL
ACCESSIBILITY PLAN 2019/2022
Improvement to physical environment**

Aim	Actions	Timescales	Outcome	Lead
Create a sensory base	Identify an area in school where a sensory base could be best located. Develop area to include resources to aid sensory processing.	July 2021	Pupils will have daily access to sensory processing resources.	AY
Refurbish the library	Identify appropriate design/install library area.	July 2021	Pupils will have access to an ongoing reading environment.	VW, TH JD
Provide access for all in the outdoor area.	Engage with external agencies to find solutions to access issues for wheelchair users.	July 2021	All pupils will have access to the outdoor spaces.	VW

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

All improvements to the physical environment at Craig Hall will be determined following the planned expansion in September 2020.

9. Publishing and raising awareness

We recognise that our Single Equality and Community Cohesion Policy is a public document that should be available to any interested stakeholder.

Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a “specific duty” to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups.

We will also :

2. Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty, and support the local authority in publishing relevant information to demonstrate compliance where necessary.

Examples of the types of information we will consider include :

- Information that was published before preparing our school objectives.
- Information about the engagement undertaken when developing objectives.
- Placing the policy on our website.
- Making it available on request.
- Highlight the existence of the policy, key priorities, and who to contact for further information in a staff briefing.
- Send a letter to parents about our policy.
- Discuss staff development activities that have been undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff.
- Explain how staff induction procedures include equality and community cohesion information about this policy.
- Include information on how we ensure contractors and other service providers are briefed on our vision and expectations for equality.

10. Monitoring

Monitoring and evaluating the Single Equality and Community Cohesion Policy Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. A summary will be provided for parents and published on our website. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

The findings of our annual report will be used to update the Single Equality and Community Cohesion Policy Action Plan and inform subsequent Equality and Community Cohesion Policies.

We want this Single Equality and Community Cohesion Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the governing body.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the action plans including information on the school population, workforce recruitment, retention and progression, special initiatives, progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring.

We will formally review, evaluate and revise this Single Equality and Community Cohesion Policy and Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, pupils, parents and governors who reflect the full diversity of the school community.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents*.

11. Links with other school policies

School policies that link with, and have informed this Single Equality and Community Cohesion Policy include :

- Special Educational Needs Policy.
- Anti-Bullying and Anti-Racism Policy.
- Educational Visits Policy.
- Dress code Policy.
- Collective Worship Policy.
- R.E. Policy.
- Sex and Relationship Policy.
- PSHE & Drug Policy.
- English as an Additional Language Policy.

12. 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.

13. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing body will :

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

- Monitoring equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Headteacher will :

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy through developing the action plan
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance
- Report racist incident monitoring information to the LA on a termly basis
- Produce a report on progress for governors on an annual basis

The Senior Leadership Team will :

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy as detailed in the School Improvement Plan
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

All Staff will :

- Recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will also ensure that pupils are encouraged to :

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - Respond appropriately to incidents of discrimination, victimisation and harassment and understand the action needed to report these.
- Work within the Rights and Responsibilities framework we have adopted as Rights Respecting School

Administrative, Ancillary, Supervisory and Support Staff :

- All staff will familiarise themselves with this Single Equality and Community Cohesion Policy and know what their responsibilities are in ensuring that it is implemented

All our Pupils are responsible for :

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment.
- Attending and engaging in their own learning as well as helping other pupils to learn.
- Learning to treat each other with respect and report incidents of discrimination to an adult.
- Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School.

All our Parents and Carers are responsible for :

- Supporting our school in its implementation of this Single Equality and Community Cohesion Policy.
- Following the school policy through their own behaviour.
- Ensuring their children attend and engage in the learning.
- Inform staff about any prejudice related incidents that occur.

Visitors and contractors are responsible for :

- Knowing and following our equality policy.

14. Breaches of the Policy

Breaches of this Single Equality & Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality and Community Cohesion Policy.

15. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

16. 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 :

Mrs Jacqui Wennington
 Headteacher
 Springwood Primary School
 Barton Road
 Swinton

M27 5LP

Tel : 0161 778 0022

Email : jacqui.wennington@salford.gov.uk