

*Love, Learn, Discover*



Lark Hill Community  
Primary School

# Equality Scheme 2023-2026

## **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

## 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 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.

Signed by the Executive Head teacher

Name ..... Signed..... Date.....

Signed by Chair of the Interim Executive Board

Name ..... Signed..... Date.....

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. 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 characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

## 3. School Values, Ethos/Mission Statement

The school works in partnership with Christ Church CE and Lewis Street Primary schools and share a mission statement and values:

### Partnership Statement:

*Accountability and trust through 'partnership' provides better opportunities for all children through school to school support and challenge and challenge. At the heart of our partnership is our mantra 'love, learn, discover.'*

At Lark Hill we aim to ensure every child reaches their potential within a safe, secure and inspiring environment. We work hard to develop the values of personal responsibility and social awareness. We aim to achieve excellence through enjoyment. At Lark Hill all our work is underpinned by our core values - **Nurture - Achieve - Respect**.

Lark Hill Primary School is committed to actively promoting the Core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are contrary to these core values. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or

---

<sup>1</sup> 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.

individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Lark Hill Primary School is dedicated to preparing students for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

**The four British Values are:**

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those of different faiths and beliefs, including those with no belief.

Lark Hill Primary School uses strategies within the National Curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Lark Hill Primary School strives to consistently embed British values.

#### **4. School Profile**

Lark Hill is an inclusive school where we celebrate differences and similarities that exist in our diverse community. Our school values of: Nurture, Achieve and Respect, underpin all aspects of the school's work. Lark Hill is a larger than average sized primary school with three classes per year group from Reception to Year 6. There is also a 90 place Nursery. The current SLT is part of a partnership across three primary schools consisting of the Executive Headteacher and three Heads of School. The schools work in partnership but are not federated.

The school has a SEMH (Social, Emotional and Mental Health) resource provision called 'The Oak'. The provision is for Key Stage 2 pupils with an EHCP for SEMH. The school has 'Place2be', an on-site therapeutic counselling service for parents, carers and pupils. The school has the; Emotionally Friendly Schools Bronze Award; the bronze SAPERE award for P4C and the Gold School Games sports Kite Mark.

The proportion of pupils known to be eligible for FSM is well above average at 49%. The school is in quintile 5 (most deprived) for school deprivation. The number of pupils whose first language not/believed not to be English is well above average at 49%. The number of pupils with SEND support is above the national average 21% compared to 16% nationally. 3% of SEND pupils have a statement or EHCP, which is in line with the national average of 3%. On entry data into Nursery indicates that pupils' attainment is below age-related expectations: 13% of these pupils were operating securely in the 0-3 years band in the Prime areas in September 2023.

## **Attendance 2022-2023**

- Whole School: 90.9%
- Boys: 90.8%
- Girls: 91%
- Disadvantaged pupils: 88.2%
- Pupils currently eligible for Free School Meals: 47.4%
- Non- disadvantaged pupils: 52.5%
- Pupils receiving SEND Support: 87.6%
- Children with EHCPs: 97.5%
- Looked After Children: 70.4%
- Pupils whose first Language is not English: 93.0%

## **Attainment and progress of groups of pupils**

### **EYFS 2022-2023**

- 53% of Reception pupils achieved a Good Level of Development
- 48% of boys achieved a Good Level of development
- 52% of girls achieved a Good Level of Development
- 48% of Disadvantaged pupils achieved a Good Level of Development

### **KS 1 2022-2023**

#### **Year 1 Phonics**

- 53% of children met the expected standard in Phonics
- 59% of boys met the expected standard in Phonics
- 48% of girls met the expected standard in Phonics
- 41% of disadvantaged pupils met the expected standard in Phonics
- 65% of children with non-white British Ethnicity met the expected standard in Phonics

#### **Year 2 Reading**

- 40% of pupils met the expected standard in Y2
- 43% of boys met the expected standard in Y2
- 34% of girls met the expected standard in Y2
- 37% of disadvantaged pupils met the expected standard in Y2
- 32% of pupils who receive support for SEND met the expected standard in Y2
- 37% of children with non-white British Ethnicity met the expected standard in Y2

#### **Year 2 Writing**

- 28% of pupils met the expected standard in Y2
- 25% of boys met the expected standard in Y2
- 31% of girls met the expected standard in Y2
- 24% of disadvantaged pupils met the expected standard in Y2
- 11% of pupils who receive support for SEND met the expected standard in Y2
- 29% of children with non-white British Ethnicity met the expected standard in Y2

#### **Year 2 Maths**

- 42% of pupils met the expected standard in Y2
- 49% of boys met the expected standard in Y2
- 31% of girls met the expected standard in Y2

- 41% of disadvantaged pupils met the expected standard in Y2
- 21% of pupils who receive support for SEND met the expected standard in Y2
- 49% of children with non-white British Ethnicity met the expected standard in Y2

### **KS2 Statutory Assessment**

- 35% of all pupils achieved the expected standard in reading, writing and maths combined
- 33% of boys achieved the expected standard in reading, writing and maths combined
- 37% of girls achieved the expected standard in reading, writing and maths combined

### **Analysis of Fixed Term Suspensions 2022-2023**

- Number of children experiencing a fixed term exclusion: 24.5
- Number of Boys: 7
- Number of Girls: 0
- Number of Pupils with SEND: 4

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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

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

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To promote cultural development and understanding in relation to people within the protected characteristics through the curriculum and a rich range of experiences both in and beyond the school.
- To improve the attainment of boys achieving GLD in EYFS.
- To narrow the attainment gap between disadvantaged pupils and others in KS1.
- To improve the progress of girls in reading in KS1 and in maths in KS2.
- To narrow the attainment gap between boys and girls achieving combined at the end of KS2
- To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

<b>Objective</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Evidence</b>
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	Consolidate implementation of PSHE/RSE statutory guidance through the use of the Jigsaw programme. Implement Medium Term Planning for RE as per the new Salford Agreed Syllabus. Use of P4C and reflection activities in classrooms and through whole	85% of pupils meet the year group Key Objectives for PHSE. 100% of pupils access a broad and balanced RE curriculum.	Book look by subject Leaders confirms delivery of broad a broad PSHE/RSE and RE curriculum through book look.



	school assemblies, focussing on British Values, Protected Characteristics and issues relevant to the local community.		
<p>To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.</p> <p>To tackle prejudice and promote understanding in relation to people within the protected characteristics.</p>	<p>PSHE Association Scheme of Work from Y1-6.</p> <p>Black History Month – October.</p> <p>Show Racism the Red card.</p> <p>LGBT awareness Month – November.</p> <p>Anti-Bullying week – November.</p> <p>Themed assemblies.</p> <p>Reflection time in class.</p> <p>Question of the Day</p>	<p>Prejudice related bullying incidents are analysed and remain at a low level.</p>	<p>Termly analysis of behaviour and suspension statistics.</p> <p>Book scrutiny feedback.</p> <p>Pupil Voice</p> <p>Staff Voice</p> <p>Parent/Carer Voice</p>
<p>To promote cultural development and understanding through a rich range of experiences both in and beyond the school.</p>	<p>Through the annual schedule of trips, visits and visitors develop children’s cultural development.</p> <p>Ensure the delivery of a broad and balanced curriculum for all cohorts.</p>	<p>100% of pupils are able to access planned trips and visits as per their year group curriculum plan.</p> <p>Children’s work evidences the delivery of a broad and balanced curriculum.</p>	<p>Record of trips, visits and visitors in EHT Reports to Governors.</p> <p>Work scrutiny indicates delivery of a broad and balanced curriculum.</p>
<p>To improve the attainment of boys achieving GLD in EYFS.</p>	<p>Termly monitoring of attainment and achievement data to inform decisions about intervention and support.</p> <p>Deployment of staff to provide targeted support to pupils.</p>	<p>Increase the proportion of boys meeting the expected standard to be above National date (52% in 2023).</p>	<p>Analysis of termly and end of year attainment and progress data.</p> <p>Achievement for All information.</p> <p>Parent/Carer feedback on SeeSaw and through</p>

	<p>Implement the REAL project targeting specific families.</p> <p>Continue to invest in weekly support from the S&amp;L team alongside LSA taking interventions.</p> <p>Phonics and SALT interventions.</p>	<p>The gap between boys and girls is narrowed.</p>	<p>school evaluations.</p> <p>Lesson observation and work scrutiny.</p>
<p>To narrow the attainment gap between disadvantaged pupils and others in KS1.</p>	<p>Deployment of Support staff to enable targeted group work.</p> <p>Termly monitoring of attainment and achievement data inform decisions re. the deployment of resources/LSAs and planning to close any identified gaps</p>	<p>Higher proportion of disadvantaged pupils meet the Expected Standard in reading, writing and maths at the end of KS1 in 2024.</p>	<p>Analysis of termly and end of year attainment and progress data.</p> <p>Achievement for All information.</p> <p>Feedback from monitoring of Phonics and half-termly assessments for targeted groups.</p> <p>Lesson observation and work scrutiny.</p> <p>Pupil feedback</p>
<p>To narrow the attainment gap between boys and girls achieving combined at the end of KS2</p>	<p>Embed the use of gap analysis to identify appropriate therapies. Deploy support staff effectively to enable targeted intervention.</p> <p>Embed the use of vocabulary within reading sessions and how it can be used in writing.</p> <p>Ensure that the curriculum provides opportunities to embed key skills and promote high engagement, promoting Cultural</p>	<p>Boys attainment will be closer to national in all subjects and closer to 65% combined.</p> <p>Data analysis and tracking of key marginal shows the gap between boys and girls is narrowing.</p>	<p>Analysis of termly and end of year attainment data.</p> <p>Achievement for All information.</p> <p>Lesson observation and work scrutiny.</p> <p>Pupil feedback.</p> <p>Feedback from termly Achievement for All meetings.</p>

	capital for learners.		
Improve attendance rates of disadvantaged pupils.	EWO SLA – including support for families, attendance panels and fast track prosecution where appropriate. Leaders to provide a rapid response and support to families experiencing difficulties. Half termly monitoring and intervention for families causing concern.	Attendance of disadvantaged pupils improves. Attendance of pupils causing concern improves.	Termly attendance data reported to the Governing Body.

## 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 have updated our accessibility action plan. 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 Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## 8. 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 democratic, participatory approach to school governance where all members of the school community are represented in decision making that affect them.
- Systems to ensure pupils involvement in decision making about school life.
- Rich learning experiences about human rights inside and outside of the classroom.

## **9. 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.

## **10. Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Body, Executive Head teacher, Head of School and the Leadership Team 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 Executive Head Teacher will:

- Ensure that staff and parents are informed about the Equality Scheme;
- Ensure that the scheme is implemented effectively;
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development;
- Manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer;
- Ensure staff have access to training which helps to implement the Scheme;
- Monitor the scheme and report to the Governing Board annually, on its progress and effectiveness;
- Ensure that the Leadership Team are kept up to date with any development affecting the Scheme/action plan;
- Provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies;
- Evaluate, review and update the Scheme every 3 years.

The Governing Body will:

- Establish that the action plans arising from the Scheme are part of the school improvement plan;
- Support the Executive 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 schools key priorities;
- Evaluate and review this scheme regularly.

The 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 Executive Headteacher, provide advice/support in dealing with any incidents/issues;
- Assist in implementing reviews of this Scheme as detailed in the school improvement plan.

Parents/Carers will:

- Have access to the Scheme;
- Be encouraged to support the Scheme;  
Have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme;
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.

School Staff will:

- Accept that this is a whole school issue and support the Equality Scheme;
- Be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring;
- Be aware of the implications of the Scheme for their planning, teaching and learning strategies;
- Teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society;
- Ensure pupils from all groups are included in all activities and have full access to the curriculum;
- Challenge inappropriate or discriminatory language or behaviour;
- Know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- Know procedures of reporting harassment and bullying;
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- Make known any queries or training requirements.

Pupils will:

- Have the opportunity to contribute to the Scheme;
- Be made aware of the Scheme, appropriate to age and ability and how it applies to them;
- Be expected to act in accordance with the Scheme;
- Experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society.

### **13. 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.

### **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 Rebecca Davies at the school office.