Single Equality Policy

Adopted September 2026
Review September 2027

St Anne's Primary School, Denton
Equality Scheme 2025-2028

1. Statement

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

a) In accordance with our mission statement and school aims we pledge:
   - to respect the equal human rights of all our pupils
   - to positively promote equality and diversity
   - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
   - to educate pupils about equality
   - to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
   - Gender
   - Race
   - Disability
   - Religious belief
   - Age
   - Sexual orientation
   - Socio-economic background and other protected characteristics

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
   - ethnicity,
   - religion or belief, and
   - socio-economic background.

2. Statutory requirements

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

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

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006. (This can be a separate document)*

3. Community cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

  2025 Minority ethnic group figures- School 20.9%
  2025 Minority ethnic group figures- National 38.4%

- Religion/belief context of the school

  2025 Christian- 32.5%
  2025 No religion- 39.3%
  2025 Other – 5.4%

- Socio-economic context of the school (local and national)

  2025 Pupil Premium- School 25.25%

  2025 Deprivation Indicator - School 0.2 (Middle 20%)

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

  Very low percentage of children from minority ethnic groups means children have limited opportunities to mix with children from wide range of cultural backgrounds in school situation. This is being addressed in our school development priorities as part of cultural capital.

4. Responsibilities

One named governor, Brenda Moxon (Inclusion Governor), takes the lead, but the **governors** as a whole are responsible for:

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

The **head teacher** is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

5. Staff development

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

We have 2 part-time Inclusion co-ordinators. Both completed the National SENCO training award.
Safeguarding training for Headteacher updated in November 2024 and with National College September 2025
Safeguarding for Deputy Headteacher completed in September 2022 and refresher in 2025
Headteacher completed Safer Recruitment training course in October 2017 and again with National College in 2025
Headteacher completed Prevent training May 2021 and with National College Dec 2025
Whole staff Child Protection training delivered September 2025
Governing Body safeguarding training delivered in December 2024
2 staff completed Team Teach training in May 2025

6. Publication and review

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

The scheme will be kept under regular review in May 2026 and 2027 and then replaced in May 2028.

7. How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via the school website at the end of each school year, i.e. July 2026, 2027 and 2028.

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

8. How we conduct equality impact assessment

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

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

And other protected characteristics

We work hard to ensure the needs of all children are met through whole class, group and one-to-one support. Individual targets are set for all children and progress monitored at least half-termly.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found in the Headteacher's report to Governors.

9. How we chose our equality objectives

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

i. from the equality impact assessments listed in Section 8 above,
ii. from the following data

Children's targets and areas for improvement

Monitoring and analysis of formative and summative data – including Special Educational Needs children and those on Free School Meals/Pupil Premium Ever 6

iii. and from involving relevant people (including disabled people) from the start in the following way:

Regular contact with parents and Carers (Headteacher, Deputy Head in her absence, and at least one other member of staff available in the playground every morning)
Annual surveys

The context of the school and comments from stakeholders were then analysed in order to choose objectives that will:

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

And other protected characteristics

10. Three-year equality objectives 2025-2028

(to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
1. To continue to raise the achievement of SEN children through additional support adaptive teaching and timetabled use of intervention strategies
2. To continue to raise the achievement of FSM/Pupil Premium Ever 6 children through additional support and timetabled use of intervention strategies
3. To widen links with schools from throughout the Victorious Academies Trust
4. To close the gap in attainment between SEN and FSM/Pupil Premium Ever 6 children
5. To promote a rigorous approach to Mental Health and Wellbeing with all stakeholders

11. Three-year access plan 2025-28

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

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	To embed a more creative and motivational curriculum to engage and enthuse children To improve achievement for vulnerable groups
ii. physical improvements to increase access to education and associated services	To improve the outside spaces to help all groups of children to enjoy quality sport and recreational time with specific focus on utilising the front area of school To improve learning space furnishings and layouts to support the achievement of all groups of children
iii. improvements in the provision of information in a range of formats for disabled pupils	To provide a wider range of ICT equipment and software to enable and motivate all groups of children To involve children, through surveys and School Council, in selecting

	resources to help groups and individuals to succeed

12. Three-year community cohesion plan 2025-28

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

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

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

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	To widen links with other schools within the Victorious Academies Trust Continue to develop the PSHCE curriculum and establish 'My Happy Mind' throughout school
ii. equity between groups in school, where appropriate	To support vulnerable groups to achieve their potential To use Intervention Strategies to close gaps in attainment
iii. engagement with people from different backgrounds, including extended services	To invite visitors from a wider range of cultural backgrounds into school to support learning and showcase a range of aspirational people from diverse backgrounds To continue to donate to Food Banks and play an active role in the wider community