



St Teresa's RC Primary School

EQUALITY SCHEME

2025 -2028

Version Number	Date Approved	Changes	Signed
V1	22/05/2018	Original policy	
V2	09/11/2021	Annual update	
V3	07/03/2023	Annual update	
V4	25/03/2025	Annual update	

Our Mission Statement

At St Teresa's Roman Catholic Primary School;
We grow together with Jesus, as we live our lives according to Gospel values.
We grow together as a community in respect, friendship and responsibility.
We grow together in understanding as we encourage each child
to achieve their true potential.
We grow together in God's love.



'I am the vine, you are the branches' (John 15:5)

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 is the revised single Equalities Scheme for St Teresa's RC Primary School. 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 Headteacher

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

Signed by Chair of Governors

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 characteristics¹ - 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

At St Teresa's Roman Catholic Primary School;

We grow together with Jesus, as we live our lives according to Gospel values.

We grow together as a community in respect, friendship and responsibility.

We grow together in understanding as we encourage each child to achieve their true potential.

We grow together in God's love.

4. School Profile

St Teresa's RC Primary school is a mainstream Catholic Primary School in Irlam. As we are a Catholic school, everything we do is linked to our Mission Statement and we strive to live by the Gospel Values. Our school has strong links with Salford Diocese, our parish and the wider community.

We are an oversubscribed average sized primary school, with 247 pupils currently on roll (March 2025). The pupils who attend are predominantly of white British origin (88%). A

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.

lower than national average number of children have English as an additional language (5%). The number of children who receive SEN support is in line with national average but the school has a lower than national average number of children who have an EHCP. The percentage of children who qualify for pupil premium is low (6%) although our school deprivation indicator is in line with national average and we have many children who come from low-income homes. Mobility of pupils is low and many families have a long tradition with the school. Attainment is above national average in all key stages and at the last Ofsted Inspection (January 2023) the school was judged good.

5. Equalities Objectives

Having outlined our school'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.

We identified these objectives based on local data, feedback from parents and knowledge of our school community.

Date objectives agreed with Governors	25 th March 2025
Progress reviewed (to be done annually)	March 2026
Date next review due	March 2026
Final review date	March 2028

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

1. To ensure pupils within the protected characteristics achieve in line with other groups of pupils. To ensure that all pupils are set challenging targets.
2. To enrich the curriculum by incorporating opportunities to learn about different cultures and races and to celebrate cultural diversity. To challenge stereotypes and to regularly celebrate the achievements of well-known people from diverse cultural backgrounds, faiths and people who have disabilities.
3. To continue to plan provision and support for pupils who need it. To monitor this support and intervention closely to ensure that all children have the chance to reach their potential.

Annual Review of Progress			
Objective 1.	Steps being taken	Evidence of progress	By

To ensure pupils within the protected characteristics achieve in line with other groups of pupils. To ensure that all pupils are set challenging targets.	<p>All pupils are set challenging targets at termly pupil progress meetings.</p> <p>Target Tracker used to monitor and filter results and progress of vulnerable groups.</p> <p>Regular CPD planned to ensure consistent good practice.</p> <p>Comprehensive intervention timetables in place that are closely monitored.</p> <p>Appropriate in-class support monitored.</p> <p>Addition provision made as necessary to meet the needs of the individual.</p>	The majority of pupils to make good progress in reading, writing and maths. Gaps in attainment to be narrowed.	July 25
Objective 2	Steps being taken	Evidence of progress	By
To enrich the curriculum by incorporating opportunities to learn about different cultures and races and to celebrate cultural diversity. To challenge stereotypes and to regularly celebrate the achievements of well-known people from diverse cultural backgrounds, faiths and people who have disabilities.	<p>School to use Diocese World Religions Scheme and 'Come and See' programmes of study in RE lessons.</p> <p>Caritas in Action scheme of work to be followed.</p> <p>Whole school focus days and assemblies planned throughout the year.</p> <p>SMSC links made in planning across the curriculum.</p> <p>RE floor books to capture celebrations throughout the year.</p> <p>Visitors to school to promote understanding and appreciation of local and global need.</p> <p>To make useful links with 'British Values' with other relevant curriculum content, policy and practice.</p>	Each year group will be taught units of work covering different cultures and understanding. RE floor books. Involvement in supporting local and national charities.	July 2025
Objective 3	Steps being taken	Evidence of progress	By

To continue to plan provision and support for pupils who need it. To monitor this support and intervention closely to ensure that all children have the chance to reach their potential.	Intervention timetables offer appropriate support to individuals and groups. Intervention packages monitored and evaluated. Support plans appropriate for pupil's needs monitored by SENCo. Investment in specialist equipment and resources as the need arises. Advice sought from professionals and CPD offered. Ensure accessibility for all pupils. Update visits policy and ensure staff are trained to carry out detailed risk assessments.	Progress made. Impact on learning seen from planned visitors and visits.	July 2025

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 Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

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 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.

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
- Pupil involvement in debates about change. This would involve St Teresa's School Council.
- 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.

We did this via a range of involvement and engagement processes:

- questionnaires to parents and staff
- full Governing Board discussions,
- Pupil voice

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.

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 Single Equality Scheme

The Governing Board, 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 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 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 every 3 years

The Governing Board will:

- designate a Governor 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 on a termly basis

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

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;

Mrs Maureen Rogers
 Chair of Governors
 St Teresa's RC Primary School
 M44 5LH
 0161 777 8203