



Abbey Lane Primary School

Equality Statement

Reviewed by: M Stafford
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Introduction

Abbey Lane Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty. The Equality Act's provisions cover all aspects of school life such as the treatment of

- pupils and prospective pupils
- parents and carers
- employees
- local community

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics that must be covered by schools:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (referred to previously as gender)
- Sexual Orientation

The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

The Equality Act makes it unlawful to treat someone differently, both through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person.

At Abbey Lane Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed. Staff should expect employment practices to be fair and transparent.

Although the governing body and the Headteacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements'.

Aims:

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children, and adults, with additional needs are catered for
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the Deputy Head teacher can tackle the issue appropriately

How we have due regard for equality

At Abbey Lane Primary we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.
- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep records of all incidents of discriminatory behaviour against all groups.
- We have a special educational needs and disabilities (SEND) policy that outline the provision the school makes for students with special educational needs.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups.
- We conduct risk assessments for individual incidences of pregnancy.

Teaching equality and diversity

Equality and diversity is the concept of accepting and promoting people's differences. The fundamental goal when promoting equality is to raise awareness and make sure that all individuals are treated fairly. Differences are respected, recognised, and valued because diversity is a strength. This is regardless of their age, gender, religion, disability, sexual orientation, or race.

Children need to understand equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others.

When we promote equality, we create a safe environment for children to challenge, discuss, explore, and form lasting values, morals, and opinions. When children are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, we aid them to have open-minded attitudes.

Ways in which we promote Equality and Diversity in our classrooms

This list is not intended to be exhaustive, though it does seek to reflect the value that we place in our children's understanding of Equality and Diversity. Where possible, concrete examples are used to reflect this approach.

Principle	Example activities
Behaviour reporting and conduct	Our behaviour reporting systems allows us to record and monitor racist and homophobic incidents in school. When these occur, the school works to deliver personal development for the children involved as well as reparation rather than punishment. All staff make it very clear to children the level of conduct expected in their interactions and deal appropriately and promptly with bad behaviour. We use our core value of respect to deliver this message. We actively challenge negative views in school.
Celebration of Global holidays	Planning in RE and PSHE supports to recognition of some significant cultural occasions such as Chinese New Year and Diwali as well as Christian celebrations such as Christmas and Easter.
Data Monitoring	Our Data monitoring system allows the tracking of individual, group, whole class and whole year group performance, and allows us to see achievement in all contexts. In addition to pupils with protected characteristics, we gather information on the following groups of pupils: <ul style="list-style-type: none"> • Pupils eligible for Free School Meals (FSM) • Pupils with Special Educational Needs (SEN) • Disadvantaged children • Pupils with English as an Additional Language (EAL) • Young carers • Looked after children • Other vulnerable groups
DT curriculum experiences cultural foods	Children in every year complete a food technology. This includes some chances to taste and make food from other cultures.
English materials culturally representative.	A series of BAME-themed books are built into the reading spine of classrooms and the library also provides opportunities to read from this resource. Some writing is also based around these texts, such as the use of "Journey to Jo 'Burg" or the poetry of Benjamin Zephaniah.
Human geography, including cultural studies	The geography curriculum is planned to ensure that children spend time learning about peoples from each continent.
Learning styles	Staff plan to use a range of learning styles across the delivery of the curriculum.
Modern Foreign Languages	Each year we provide activities for European Day of Languages throughout school, exposing children to the MfL curriculum which is taught in KS2.
Music curriculum represents a range of cultures	Cultural music from across the world is listened to, appraised and sometimes played. This includes a unit on song and dance from other cultures and listening to cultural music in dedicated music assemblies.
Personal Development	The school has a strong commitment to the good personal development for our children. This is achieved in a whole host of ways including the use of a well-structured curriculum, through assemblies, RHE and Re, Positive Play, Playground Leaders and Peer mediators.
Policies	School policies are non-discriminatory. These include accessibility, behaviour, attendance, and admissions.
Pupil Inclusion	The School Council aims to have a representative from a less well represented group on it, for instance children with SEN, EHCP, from

	a different culture or a Child in Care. (LAC). This is ensured by School Council having 2 teacher elected representatives. Children with extreme needs are planned for as part of the class as well as given individual support, so that these children can take part in all appropriate class activities. Teachers are expected to plan for and support all pupils in need of extra help. This may also include adapting resources (e.g., Braille, audio, enlarged font) materials when it is appropriate to do so.
RE curriculum represents a range of faiths	Significant studies take place across the life of children at Abbey Lane Primary School on Christianity, Islam and Judaism. Older children debate the role of science in religion.
RHE curriculum	A strong RHE curriculum allows the acceptance of difference across the setting. This includes as exploration of the term “family” and annual themes on communities, caring friendships, families and people who care for me and discrimination, with a significant focus on tolerance from within British Values.
Themed weeks/ days/ Charities	Each year the school supports Children in Need, as well as Red Nose/Comic Relief. The School Council also choose a local, national or international charity to raise funds for each year. The school also promotes some themed weeks and days, for instance a recent support of Mental Health week and Anti-bullying week. Each Christmas the school supports our local Cash for Kids, which provides toys for children who would otherwise not receive any presents.

EQUALITY ISSUES IN RELATION TO:

1. Race/culture

At Abbey Lane Primary we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children’s ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

How we advance equality of opportunity:

- We ensure that the curriculum challenges racism and stereotypes.
- Children from various cultures and races are represented in our teaching materials.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- Our approach to RSHE is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, feelings and views.
- We identify students who need to catch up in English and maths as part of our termly data analysis and provide them small group interventions as appropriate.
- We offer our educational visits and trips to all students.

Religion

At Abbey Lane Primary we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. As part of our RE work, we endeavour to visit places of worship and seek to celebrate cultural diversity. We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion.

How we advance equality of opportunity:

- The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.
- Display positive images and use resources that depict diversity.

- Teaching materials and resources represent children from a range of religious backgrounds and ethnicities.

Policies:

- School designated 'Safeguarding' person and team.
- Staff report concerns around students.
- CPD, e.g. Child Protection.

2. Gender/Sexual orientation

At Abbey Lane Primary we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have EQUAL access to ALL areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

Within our school where possible and practical we encourage flexible working and we have developed procedures to support this process.

We carefully analyse pupil achievement with regard to gender, developing action points for the school accordingly.

Though we do not collect or retain information with regard to sexual orientation, as a school all of our policies and procedures are based on the model of Sheffield City Council and any member of staff or the Governing Body would be supported as necessary.

How we advance equality of opportunity:

- We ensure that gender stereotypes in teaching materials and resources are avoided and challenged.
- We ensure that student or pupil views which negatively represent one gender or sexual orientation, expressed during lessons, such as philosophy, are challenged.
- The school has an Anti-bullying Policy.
- We collect data on bullying and report all incidents related to homophobia.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

3. Children/adults with Special Educational Needs and Disabilities (SEND)

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

Our curriculum includes activities designed to increase pupils' awareness of disability issues. We strive to promote disability issues positively. We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional need including Positive Play provision.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. We take a flexible approach towards making adjustments to support our disabled staff. We have a disabled car parking space in the school car park. Any new building work is DDA compliant.

The school's commitment to viewing every student as an individual is paramount.

How we advance equality of opportunity:

- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience. We tackle prejudice and any incidents of bullying based on disability.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- We have a curriculum that supports all pupils to understand, respect and value difference and diversity. This is a fundamental part of the RE (Religious Education) and RSHE curriculum
- Fully involve parents with EHCP plans and Annual Review meetings.
- Year 6 transition procedures ensure equal access to all students with statements or Education, Health and Care Plans (EHCPs) of SEND.
- We support disabled learners and staff by meeting their individual needs. We work closely with advisory teachers and specialists.
- We take steps (reasonable adjustments) to ensure that disabled students or staff are not put at a disadvantage compared to other students or staff members respectively.
- We carry out accessibility planning for disabled students and staff that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students or staff.
- We identify students at risk of disadvantage and implement strategies to support them.
- Our staff have relevant CPD, e.g. Child Protection. We have School designated "Safeguarding" leads.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- Staff report concerns around students
- Annual anti-bullying assemblies during Anti-bullying week and throughout the year.
- An anti-bullying unit of lessons is taught, as part of our RHE curriculum, annually.
- We link with groups, organisations and projects in the local community.

Policies: SEND Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, School Access Plan.

4. Cohesion

We have fundraising links including Water Aid, British Heart Foundation, the Archer project, British Legion Poppy Appeal and Cystic Fibrosis as well as supporting national events such as Children in Need, Sports Relief and Comic Relief.

We take children on school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school e.g. local places of worship

As a school we have used SEAL as an approach to tackle bullying and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have Y6 Peer Mediators and Y5 Playground leaders to support this.

We have various events in schools to celebrate diversity and to encourage interaction.

5. Staffing

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Abbey Lane Primary. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

Whistleblowing

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

Evaluation and Review

We will review and revise the Statement no later than four years from publication of this statement.

Data from 2021

Gender

	Pupils	Staff
Male	276	10
Female	281	53

Ethnicity and Race

	Pupils	Staff
Bangladeshi	8	1
Indian	5	0
Any other Asian background	0	3
Black African	9	1
Black Caribbean	0	0
Chinese	3	0
White – British	433	56
Any other White background	18	2
Gypsy/Roma	0	0
White and Black Caribbean	15	0
White and Black African	5	0
Any other Mixed Background	22	0
Any other Ethnic Group	15	0
Information not obtained/refused	4	0

Equalities Objectives

Our equality objectives are:

- To ensure that equality of opportunity permeates the whole curriculum and ethos of the school.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum, including in relation to people with disabilities
- To conduct Pupil Progress meetings to discuss data and look at ways to improve performance by being responsive to the changing needs of the pupils.
- To reduce the attainment gap of vulnerable pupils.
- To develop our student voice in conjunction with the School Council and incorporate a diversity agenda where issues are explored and, where possible, acted upon.

Objective	Who is affected	Actions	Lead	Outcome
Support and tailor provision for pupils displaying complex emotional needs	Identified pupils	Boxall profiles completed at start to identify potential pupils Pupils given timetabled sessions for interventions including Positive Play Mentors in place for vulnerable pupils	CG SENDCo	Improved nurture capacity within the school, enabling identified pupils to engage more productively
Support and tailored provision for pupils displaying complex medical needs	Identified pupils	Ensure that appropriately trained support staff are recruited for identified needs Ensure all staff have basic training for specific medical needs – epipen, epilepsy etc.	HT CG	Staff are sufficiently trained to deal with pupils' complex medical needs Staff have an understanding of the issues affecting pupils with complex medical needs

Ongoing analysis of attainment and progress to ensure continuation of upward trends	Staff Pupils	Termly analysis of pupil data Termly Pupil Progress meetings involving relevant staff	HT	Improved assessment for learning systems within school
Improving analysis of vulnerable groups	Staff Identified pupils	Termly analysis of identified pupil data Identification of provision for vulnerable groupings upon planning Tracking of Pupil Premium children's attainment and achievement	HT Class teachers PP Champion	Identification and resolution of issues which may impact upon the learning of vulnerable, including Pupil Premium pupils
Narrow the Gap between the most vulnerable 20% and the rest of the cohort	Staff	Termly tracking Structured conversations for targeted pupils	HT and SLT	Gap between lowest 20% and the rest of the cohort has narrowed by the end of the year
Maintaining and improving monitoring arrangements for bullying/unacceptable behaviour incidents	Pupils	Reports are accurately filled in and handed to HT when incidents arise. Training for LTS in behaviour management	HT	Number of incidents reported is reduced especially at lunchtime
Pupil Voice	Pupils	Maintain developments with regard to School Council	DHT and AHT	Maintain and develop mechanisms to enable pupil voice