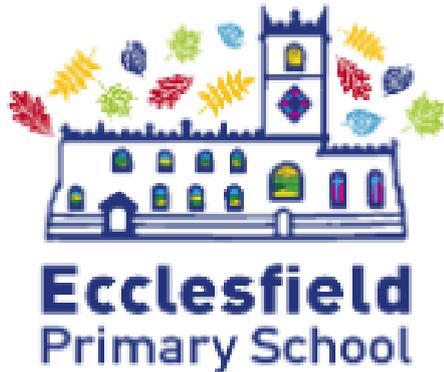


Name of school: Ecclesfield Primary School

Member of staff responsible: J.Eagleton

Review date 1.9.2021



# Ecclesfield Primary EQUALITY STATEMENT

Approved by:	[ ]	Date: [September 2020]
Last reviewed on:	[September 2020 Hannah Travers	
Next review due by:	[September 2021]	

## Introduction

The Equality Statement sets out the approach that our school is taking to meet the general and specific requirements of the Public Sector Equality Duty introduced by the Equality Act 2010.

By placing an equality perspective in all of our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours. This enables us to address the issues in creating an inclusive whole school environment. This policy is for all pupils, parents, staff and governors irrespective of age, race, disability, sexual orientation, sex, marriage and civil partnerships, pre-gender reassignment, religion and beliefs.

**Signature:**

**Headteacher**.....

**Date**.....

**Signature:**

**Chair of Governors**.....

**Date**.....

## **Introduction**

Ecclesfield Primary School has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The Equality Act covers all aspects of school life such as the treatment of:

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

There are nine protected characteristics covered by the Act under which it is unlawful to treat people unfairly. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- 

**These characteristics are explained in more detail at the end of this document.**

Every person has one or more of the protected characteristics; therefore the Act protects everyone against unfair treatment.

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

Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

**Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.**

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and

(c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years time.

### **Leadership**

Within our school all staff and Governors at the school are responsible for ensuring that the school meets its duties under the Equality Act 2010.

### **Eliminating harassment and bullying**

The school will not tolerate any form of harassment and bullying of pupils or our staff.

### **Training**

We will provide relevant training by using all suitable delivery methods.

### **Procurement and Contractors**

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

### **Visitors to the School**

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

### **Publishing the Statement**

We will publish our statement **as a separate policy within school and upon the school's website**

### **Reporting our progress**

We will report progress against the Duty through our regular reporting mechanisms, **to the Full Governing Body of the school.**

### **Reviewing and Revising the Equality Statement**

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

### **How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach to gathering information and objectives is set out at Annex 2 and 3.

# Annex 1

## Equalities Information

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and the Protected Characteristics.

In collating equality information we have:

- Identified evidence of what policies and practice are already in school and identified gaps.
- Explored how we engage with protected characteristics.
- Analysed the effectiveness of our approach to equality.

Our equality evidence highlights:

### Age

- Our workforce profiling data highlights that a relatively high proportion of our staff are currently aged 40 or under.
- All our policies and procedures are based on model policies of Sheffield City Council and we will always take these into account when carrying out recruitment

### Disability

- In September 2020 we have 11.7% of children who are SEN (48 pupils under new categorisation for SEND)
- Our SEND pupils have a range of SEN and/or disabilities. We have 26 children (54.2%) of those at School Support with a primary need of Communication & Interaction (including ASD diagnosis). We have 10 pupils (20.8%) with Cognition and Learning difficulties as their primary need.
- In September 2020 we have 0 members of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.
- We have disabled access to all classrooms in the main building

### Gender Reassignment

- All of our policies and procedures are based on the model policies of Sheffield City Council.

### Marriage and Civil Partnership

- All of our policies and procedures are based on the model policies of Sheffield City Council.

### Pregnancy and maternity

- All of our policies and procedures are based on the model policies of Sheffield City Council.
- The school currently has a predominantly older female workforce.

### Ethnicity Data September 2020

- 16 % of our pupils are from a MEG background.
- 5.4% of our pupils have English as an Additional Language (EAL).

- 4.47 % White and Caribbean pupils
- 2.9%White/other pupils
- 1.5% Indian
- 0.5% Pakistani
- 0.2% Chinese
- 0.9% Any other black background
- 1.7% Any other Asian background
- We carefully analyse pupil achievement with regard to MEG /EAL groupings, and develop action points for the school accordingly.
- The curriculum includes a range of activities involving parents and international events within school,
- 0% of our governors are from multi-ethnic groups

### **Religion or belief**

- We have frequent activity around religious observance.
- The children make regular visits to different places of worship.
- We invite people from different faiths into school to deliver assemblies/workshops

### **Gender**

- Our staffing profile is mostly female with 3 male teachers/teaching assistants and one male member of the premises staff. Our sports coaches are male and female. We currently have 62 staff in total
- Our governing body is comprised of 9 females 2 males, a female chair and a male vice chair.
- We have worked to actively make our governing body representative of the community that we serve.
- Flexible working is considered where possible and practical.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

### **Sexual orientation**

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

### **Cohesion**

- As a school we have used SEAL in the past as an approach to tackle bullying, and to enable pupils to recognise and manage their own and other pupils' emotions and feelings. We have introduced a PSHE scheme of work which incorporates elements of the SEAL as well as a wider remit to include living in the wider world.
- We have various events in school to celebrate diversity and to encourage interaction.
- We have developed links with older members of our local community, both in terms of inviting such individuals into school for events e.g. Family assemblies, Christmas Choir Concerts, Family visit days
- The school is developing-good links with local businesses and shops
- The school embeds local facilities and resources (eg.Ecclesfield Library; St Mary's Church, Sheffield Cathedral, Sheffield Buddhist Centre, Sheffield Synagogue, Ecclesfield Comprehensive and Coit Primary, Thorncliffe Swimming Baths, Ecclesfield Park) in its curriculum, In addition to local links and activities, we have developed international links and fundraising, for example charitable work such as Children In Need, Macmillan Cancer Research, Sport Relief, Comic Relief

**Inclusion**

- We carefully analyse pupil achievement with regard to a number of different vulnerable groupings within the school (gender, MEG, EAL, FSM, Pupil Premium G&T New starters, SEND) and other vulnerable pupils and develop action points for the school accordingly.
- We have established a support group for parents/carers of pupils with SEND/complex needs Educational Needs), with termly meetings within the school in the form of structured conversations
- We have a well-developed nurture/pastoral capacity for pupils with more complex/emotional needs such as Peer Mediators, learning mentors, external counsellors, MAST support.

# Protected characteristics

This page gives you more information on each of the nine protected characteristics.

## Age

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

## Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

## Gender reassignment

The process of transitioning from one gender to another.

## Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. [1]

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

[1] Section 1, Marriage (Same Sex Couples) Act 2013, Marriage and Civil Partnership (Scotland) Act 2014.

## Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

## Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

## Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

# Sex

A man or a woman.

# Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## Annex 2

Our Equalities objectives and action plan sets out the following actions

2019-2021

Equality Objective	Characteristic affected	Finish by	Lead	Monitoring by	Outcome
To reduce the gap between attendance of SEN and NON SEN pupils	SEND pupils	July 2020	LSt/HP/K Sh	SENCO and Governors	<p><b>September 2020 Evaluation</b></p> <p>Sept 2019 - March 2020 (Due to COVID)            SEN - 91.25%            NON SEN - 95.52%</p>
Improve knowledge skills and attitudes to enable all pupils to appreciate and value difference and diversity- Gender stereotypes	Race Gender	July 2021	Teachers	Governors	<p><b>September 2020 Evaluation</b></p> <p>Our curriculum continues to evolve by considering the current needs of our pupils alongside our school's vision, community issues, values, relevance, statutory requirements, cultural aspects, climate and school development priorities.</p> <p>The curriculum is designed so that it has breadth and depth, together with a balance of academic subjects and opportunities which support personal development, physical and mental well-being along with promoting and valuing diversity and difference.</p> <p>Over the past few months, staff have been developing curriculum. We have spent time in staff meetings closely scrutinising what we are teaching and why we are teaching it, ensuring that it not only meets with national requirements but is relatable to the pupils in our school and reflects the diversity of our community. We have worked across year groups to develop vertical, horizontal and diagonal links with both our history and geography curricula and adapted our long term planning accordingly.</p> <p>Once we had looked at our long term planning, we then looked at our unit plans for all subjects. In particular, we have focussed on ensuring that the sequence of learning is appropriate and</p>

					contains opportunities for children to revisit previous learning, apply key concepts and work in a variety of ways.. In geography, we have been exploring new resources which have been purchased to support with the sequence of learning within a unit and develop pupil's appreciation of the world we live in.. We have worked on our RE progression, ensuring children are exposed to a wide range of religions and beliefs.
Improve the participation and engagement of different groups of parents	Race	July 2021	LSt / AN	Attendance at workshops, family assemblies	<p><b>September 2020</b></p> <p><b>Our workshops and events are increasingly well attended by parents.</b></p> <p><b>We are also involved in the shine project.</b></p> <p>The EYFS team are participating in a two year project alongside 7 other EYFS settings across the locality and local area. The aims of the project are to:</p> <ul style="list-style-type: none"> <li>● Decrease the gap in achievement between disadvantaged and non-disadvantaged children at the end of EYFS (Good Level of Development).</li> <li>● Improve levels of Communication, Language and Literacy (CLL), particularly for disadvantaged children.</li> <li>● Increase levels of parental engagement with children's learning both in school and within the home.</li> <li>● Create a smoother transition for children and families between our schools and feeder settings.</li> </ul> <p>The project will centre around 12 carefully selected disadvantaged</p>

				<p>children and families (6 from each class).</p>
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Spring term 2020: So far, FS staff have delivered a 'drop in' session where the 12 families were introduced to the first set of supporting CLL resources for spring 2. 11/12 families attended this session. Following this session, FS staff carried out home visits to model and support the use of these resources. 9/12 families welcomed us into their home and feedback from parents was extremely positive. Two WOW workshops have been researched and booked; one for Spring term and one for Summer term. These include a circus workshop and a travelling farm visit.

**Parts of the project have continued during covid via zoom and doorstep visits. The strategies used have been shared with the whole school and we will continue to meet the aims of the project with revised strategies.**

**Annex 3**  
**Our Accessibility plan**  
 2019 – 2021

Objective	Action	Finish by	Lead	Cost	Monitoring by and how	Outcome
<b>Improve disabled access</b>	Construction of a new pathway from the emergency exit door in the main hall to lead to playground.	2020	EHT	£4250	Govs	<b>September 2020</b> <i>Pathway completed</i>
<b>To continue support and access tailored provision for pupils displaying complex emotional needs</b>	Galley Kitchen redesign and refurb	2021	HoS / SENDCO	£13000	Govs	<b>September 2020</b>  The development of our nurture hub to create adequate kitchen facilities for children to prepare healthy meals is underway. We are on schedule to ensure that the nurture kitchen will be completed by the end of the summer holidays ready to be utilised for September 2020. We will aim to teach children and their families through the preparation of healthy meals which are the right food choices to make both at home and school. It is hoped that by showing them the right food choices, they can take this information home to help make the right choices as a family.
	Early identification of pupils requiring additional support Completion of FCAF Discussion at Early identification meetings with MAST Referral to LST, Early Gateway Meetings, FACT, Ryegate GP referral to	ongoing	EHT		Time taken to appoint MAST worker/ JE/Govs/ Locality dashboard	<b>September 2020</b>  6 FCAFS sent 2019-20 9 EHGM referrals 2019-20 2 MARAC forms completed 2019-20 2 CP conferences 2019-20

	CAMHS (parent led)					
<b>To reduce the gap between attendance of SEN and NON SEN pupils</b>	Investigate reasons for absence	July 2021	HP	nil	Attendance Parent meetings	<p><b>September 2020</b> Parents Evening non-attendance is recorded on CPOMS. This is then followed up by teachers/SLT to ensure parental engagement.</p> <p>Structured conversations happened with pupils with SEND which involved the SENDCo, parents and teachers: 28 in autumn 15 in spring 25 in Summer (via google survey)</p> <p>Attendance: September 2019 - March 2020 (Due to COVID) SEN - 91.25% NON SEN - 95.52%</p>
<b>To increase the diversity of the governing body representation</b>	<p>Advertise more widely to recruit governors of different cultures/faiths Identify annual development session</p> <p>Maintain strategic policy, and class, link</p> <p>Governor recruitment</p> <p>Advertise more widely vacancies for the Governing body</p>	July 2021	EHT Chair	nil	Gov body data	<p><b>September 2020</b></p> <p>When vacancy becomes available, targeted recruitment campaign. Use of Inspire Governance to support recruitment as appropriate. Skills audit to be completed Autumn 2020 of current governors.</p>